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ABSTRACT

The final report of an extensive national study of migrant students' educational needs, this document reviews the literature, describes specific migrant education programs, and summarizes the findings of two surveys--a preliminary survey conducted in California, Texas, and Florida and a nationwide survey. Data from the national survey of administrators, teachers, migrant parents and students, and personnel in state education agencies and institutions of higher education are used to answer six major research questions: (1) What are the educational needs of migrant students? (2) What are the necessary elements of educational programs which will meet these needs? (3) What are the teachers' roles in such programs? (4) What are the training needs of prospective teachers? (5) What training models are needed to meet these needs? (6) What modifications of Teacher Corps regulations should be recommened to encourage the development of such models? Discussion of the findings includes the extent of migrant student needs, the interaction of migrancy with low-income and minority group status, and concerns and implications in the affective domain. Innovative teacher education models are suggested for Teacher Corps consideration. Appendices contain survey forms, a comprehensive directory of migrant education projects in the U.S., and a bibliography of over 700 entries. (Author/JH)

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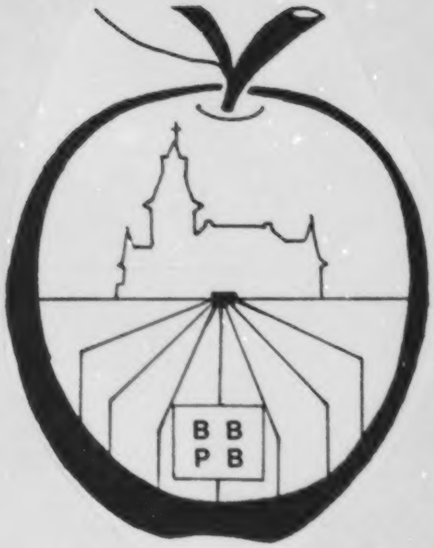
WHO CARES?

WHO COUNTS?



Glenn E. Hinkle,
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Terrence R. Tutchings

EDITORS

A NATIONAL STUDY OF MIGRANT STUDENTS' EDUCATIONAL NEEDS

1979

Final Report of Saint Edward's University and Ben Bolt-Palito Blanco
Independent School District to Teacher Corps

Pursuant to Contract Number G007803218

RC 011735

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TEACHER CORPS PROJECT

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FOR THE ONE WHO CARES

FOREWORD

The Teacher Corps legislation contains an entire section
authorizing the implementation of projects
to improve the educational opportunity of migrant students.
Yet, until recently,
this has been an area left virtually untouched by specific project foci.
Teacher Corps has the necessary legislation,
the expectation of lawmakers, resources, and,
through the additional efforts of this project,
the knowledge to make a positive difference in migrant education.
We are committed, therefore,
to increasing the awareness of needs in migrant education and
developing programs for improving the educational opportunities
available to this population. To this end,
Teacher Corps is extremely proud to be associated with the effort of
Saint Edward's University, Inc., and
Ben Bolt-Palito Blanco Independent School District, and
through our 1978-79 project
will continue our effort to improve migrant education.

Dr. William L. Smith
Director

Teacher Corps
Washington, D. C.
September 1979

ACKNOWLEDGEMENTS

A research project of this magnitude involves the support, cooperation, and assistance of a great number of individuals in addition to the project staff that carries out the search and writes the final report. Some of those major contributors are:

- William L. Smith, Director of Teacher Corps, for his support and encouragement;
- Diane Jones, Program Specialist, for her support and advice;
- Vidal A. Rivera, Jr., Chief, Migrant Branch, for his cooperation, concern, and willingness to share his insight and experience;
- Manuel Ceja, Assistant Superintendent for Compensatory Education, California State Department of Education, for his cooperation and assistance in gathering data in California;
- Jonnie C. Powell for her cooperation and assistance in gathering data in Florida;
- Tad Thompson, Director, Migrant Program Communications, Geneseo, New York, for his personal interest and support;
- The educators of migrant children in each of the states for their support, assistance, provision of data, and willingness to share ideas; and
- All the persons who completed the survey instruments.

There were also some within the cooperating institutions who made special contributions to the success of the project:

- Byron Secrest, Superintendent, Ben Bolt-Palito Blanco Independent School District, and his staff for their support, advice, and encouragement;
- The administration and staff of St. Edward's University, particularly:
  - Brother Henry Altmiller for his administrative support;
  - Richard Kinsey for his assistance in writing and negotiating the budget for the Project '78 proposal;
  - F. Eugene Binder for his assistance in writing the original Project '78 proposal; and
  - Flora de Hart for her assistance and counsel.

The research project and writing of the final report was a team effort. Initial assignments and areas of responsibility were carried out by each member of the staff. With the funding of Project '79, it was determined to have the editors utilize all of

the collected data in compiling the final report. The team included:

- James M. Corbett, Director of Research. In addition to his responsibility for the operation and design of the project, Dr. Corbett assisted with the literature search.
- Linda Garcia Gutierrez, Research Specialist. Mrs. Gutierrez was responsible for all phases of the field review. She arranged the school visits and gathered the detailed information concerning the operation of the migrant education projects; she reported her findings in Chapter Three: Visiting School Programs.
- Glenn E. Hinkle, Executive Director. In addition to his responsibility as the Executive Director, Dr. Hinkle served on the editorial committee. He wrote Chapter One: Posing the Questions - Our Concerns, provided the format for and revised Chapter Two: Looking for Answers in Literature, and assisted with the writing of Chapter Six: It Only Takes One.
- Robert R. McKay, Program Development Specialist. Mr. McKay was active in locating and reading the material available in the libraries and archives listed in Chapter One, and in gathering and analyzing the documents supplied by the various states. His findings are presented in Chapter Two: Looking for Answers in Literature.
- M. Frances Tipton, Administrative Assistant. In addition to her office and clerical responsibilities, Mrs. Tipton provided leadership in determining the format of the surveys and of this report. She was responsible for the organization and logistics of record keeping and reporting. She compiled the directory and much of the final bibliography. She typed the final report.
- Robert L. Tipton, Consultant. Dr. Tipton assisted in the development of the design of the two surveys, was responsible for the preliminary survey, and served as chairman of the editorial committee. In addition to assisting all writers in the condensation of their reports, he wrote Chapter Four: Asking Concerned People, made major contributions to Chapter Six: It Only Takes One, and incorporated the contributions of other writers into the final draft of Chapter Six.
- Terrence R. Tutchings, Consultant. Dr. Tutchings assisted in the development of the design of the two surveys, was responsible for the computer programming, analysis design, analyzing the data, and reporting the findings; he also served as chairman of the sessions called to discuss the research findings and processes to be used in writing the report. In addition to serving on the editorial committee, he wrote Chapter Five: Broadening Concerns, and made major contributions to Chapter Six: It Only Takes One.

A special word of appreciation is extended to Dr. and Mrs. Tipton not only for their extended hours of labor, but also for the use of their home for the final writing and editorial sessions required to bring this study to a successful completion.

ABSTRACT

WHO CARES? WHO COUNTS? is the final report on a national study of migrant students' educational needs conducted by Saint Edward's University, Austin, Texas, and Ben Bolt-Palito Blanco Independent School District, Ben Bolt, Texas, under a contract with Teacher Corps.

The research questions include: (a) What are the educational needs of migrant students? (b) What are the necessary elements of educational programs which will meet these needs? (c) What are the teachers' roles in such programs? (d) What are the training needs of prospective teachers? (e) What training models are needed to meet these needs? (f) What modifications of Teacher Corps regulations should be recommended to encourage the development of such models?

The report includes a review of recent state funding-related documents, and a review of migrant programs in ten south Texas school districts. An extensive list of migrant students' needs was compiled from a preliminary survey of administrators, teachers, parents, and students in the major homebase states: California, Florida, and Texas. The more common and/or more important areas of needs were used in the development of a national survey. The principal data for answering the research questions were provided by the national survey of administrators, teachers, parents of migrant students, migrant students, and personnel in state education agencies and institutions of higher education. These data show that migrant students have greater educational needs than non-migrant students, and that these needs result from migrancy as well as the interaction of low-income and minority group status. Among migrant students, Mexican-American students' needs are the greatest, then those of blacks, and finally those of whites.

The final chapter provides answers to the research questions based upon all the data. Concerns and implications in the affective domain are particularly important. Innovative teacher education program models are suggested for Teacher Corps consideration.

Two appendices merit special attention. Appendix D is a Migrant Education Directory which lists virtually all migrant education projects in the nation. Appendix E is a lengthy bibliography of materials which are related to the topics discussed in the report.

-- RLT

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WHO CARES?

WHO COUNTS?

CHAPTER ONE:
POSING THE QUESTIONS--OUR CONCERNS

Saint Edward's University first demonstrated interest in providing special programs to meet the educational needs of migrant/disadvantaged students by incorporating a College Assistance Migrant Program (CAMP) into its educational program during the Fall of 1972. Since that date, other special programs have been funded and are in operation. These include:

Migrant Attrition Prevention Program (MAPP);

Educational Studies to Influence Migrant Advancement (ESTIMA);

Special Services for Disadvantaged Students (SSDS);

Veterans' Upward Bound (VUB); and

Bilingual-Bicultural Teacher Education.

As this involvement indicates, St. Edward's University became committed to providing necessary educational programs to assure the success of migrant and other educationally disadvantaged students. This commitment had its roots in the basic philosophical stance of the institution as expressed in its goals and mission statement: "to provide a value-oriented education in a person-oriented atmosphere with a service-oriented focus." (1) The explanation of the goal statement stresses that one of the educational strategies for its accomplishment is the attraction of, and provision for, a student population diverse in racial, economic, and social composition. The informal, but absolutely essential, learning which takes place among such diversity is beneficial to all students and is also one of the ways in which the institution discharges part of its social responsibility.

Many of the students from a migrant background who enter St. Edward's University enroll in and pursue programs in professional education leading to teacher certification. The faculty of the Center for Teaching and Learning, in which the professional education program is housed, identifies and provides programs and instructional changes to meet the needs of the migrant students entering the professional courses.

As students graduated and entered the teaching profession, follow-up studies of graduates indicated that those being certified were not returning to school districts classified as migrant schools under the Title I Migrant program. As a result, the faculty of the Center for Teaching and Learning explored ways to encourage students to return to schools of high migrant enrollment. One of the positive results of these deliberations was the decision to seek funding under the Teacher Corps program. The goal was the development of an educational program to train teachers to meet the academic needs of the migrant child.

It was decided that the University should affiliate with a rural Title I Migrant impacted school district for the implementation of a Teacher Corps project. After exploring several alternatives, Ben Bolt-Palito Blanco Independent School District was selected. The district officials agreed to assist St. Edward's University in the writing of a Teacher Corps 78 proposal. This proposal, entitled "A Program to Strengthen the Educational Opportunities for Rural and/or Migrant Seasonal Farmworker Children in Jim Wells County, Texas," was submitted to Teacher Corps in April, 1978.

On June 12, the Chairman of the Center for Teaching and Learning received the following letter from Teacher Corps:

> It is clear that both the IHE and LEA are sincerely dedicated to the improvement of education and educational opportunities for low-imcome, migrant, mostly Mexican-American children. Both institutions have taken steps to really focus on and accomplish worthy goals, but, the proposal as submitted, does not meet the standards of the guidelines and was therefore rated quite low. As a result, it was not selected as a proposal for full-funding, but has been recommended and approved for a documentation planning grant. Though you are eligible to submit a proposal for Program 79, this grant should not be construed as one to assist in the development of such a proposal. This grant is for 1 year and should be used as a vehicle for providing us with data to facilitate our much needed emphasis on migrant programs. This data would help us highlight our legislative authority, develop evaluation criteria which contains provisions for such projects, and have our regulations explicitly deal with this authority. The documentation planning activities could focus on the following points among others that may suggest themselves as you proceed:
>
> 1. What unique structures and training programs are most needed in migrant settings?
>
> 2. Is it possible for such training programs to exist in regular public schools?
>
> 3. Can a training program exist in a migrant camp or move with migrants?
>
> 4. What are unique training needs that must be provided to prospective teachers working with migrant children?
>
> 5. What notable modifications and provisions should our regulations incorporate a year from now, when we begin our recodification, to ensure migrant projects be successful?

(2)

THE PROPOSED RESEARCH PROJECT

The five questions posed by Teacher Corps were studied carefully by members of the St. Edward's University staff. After discussion, the staff concluded that comprehensive answers to these questions from a national perspective would be possible only if they were part of a larger set of questions. This set includes:

> What are the educational needs of migrant students?
>
> What are the necessary elements of educational programs which will meet these needs?
>
> What are the teachers' roles in such programs?
>
> What are the training needs of prospective teachers if they are to be successful in these roles?
>
> Which of these training needs are unique, hence must be added to those addressed in a regular teacher education program?
>
> "What unique structures and training programs are most needed in migrant settings?"
>
> Can such programs exist "in regular public schools" and/or "in a migrant camp or move with migrants"?
>
> "What modifications and provisions" of the Teacher Corps regulations should be recommended to encourage the development of such teacher education programs?

Based on these questions and a review of the resources available to the University, a proposed work statement was formulated and submitted to Teacher Corps. A twelve-month program of research, documentation, and analysis was negotiated. The principal questions for which answers would be attempted were included in the final work statement as follows:

1. Do migrant school children (as defined in the ESEA Title I - Migrant Program) in different school settings (i.e., large or small districts with high or low percentage of migrant students in the Western, Central, or Eastern migrant streams, etc.) have different educational needs based on their racial/cultural backgrounds and on their migrant status?

2. Based on the outcomes of question 1, are there implications for development of different educational programs, reorganization of school organizational structures, or specific inservice training programs needed to meet the special needs of migrant children?

3. Based on the outcomes of question 1, is there special pre-service training that must be provided to prospective teachers of migrant children?

4. Based on the outcomes of questions 1, 2, and 3, what notable new provisions and/or modifications of the Teacher Corps regulations should be made to ensure successful migrant Teacher Corps projects?

5. What components of the current Teacher Corps design are transportable to migrant projects, which ones are inappropriate and what components of existing migrant projects might be suitable for all Teacher Corps projects?

In order to answer these questions from a truly national perspective, the experience of teachers and teacher-trainers in each of the three major migrant streams would be examined. To do so, it was proposed that the work of both Ben Bolt-Palito Blanco Independent School District and St. Edward's University be organized in the following manner:

1. St. Edward's University will be responsible for the initial review of the literature and the gathering of pertinent documents.

2. The personnel proposed for the IHE component at St. Edward's University will be responsible for gathering data and documentation, for both sender and receiver schools in the Eastern and the Western Migrant streams and for receiver states in the Central stream.

3. Ben Bolt-Palito Blanco Independent School District personnel will be responsible for looking in detail at a cross-section of the different types of South Texas sender school districts in the Central Stream. A tentative list of districts to be surveyed includes:

   a. Ben Bolt itself; a small rural district with a stable migrant population moving into, and then settling in, the district and

   b. Falfurrias and San Diego school districts, who will operate Title I Migrant projects for the first time this next fall because of the influx of migrant families coming to the area to clear pasture land for large scale farming.

   c. Alice, a larger school district which has operated a Title I Migrant program since that program's inception.

   d. Up to four school districts in the lower valley who have a high percentage of intrastate and interstate migrant families who follow the crops every year. These will most probably be in Cameron, Willacy, and Hidalgo Counties--the densest concentration of migrant families in the state.

   e. Data on a variety of other school districts generated by St. Edward's.

The case studies of the various school districts will tentatively include:

   i. Student profiles of migrant students who have graduated or dropped out of school during the past three years.

   ii. From analysis of the profiles, assess the migrant students' educational needs and determine if any common educational deficiencies exist that could be corrected through programmatic revision and improvement.

iii. Evaluation of the current program offered by the School District to determine which needs are being met and which are not.

iv. Identification of strategies to assist in programmatic revisions to meet common educational deficiencies of the migrant child as identified in ii above.

v. A comparison and contrast of the common student educational deficiencies of migrant children in the various schools studied under the grant to determine the feasibility of common strategies to meet the students' common needs through programmatic revisions.

vi. Identification of intervention points (i.e., prekindergarten, elementary, secondary, post-secondary) with highest success probability.

4. In order to assure the most comprehensive and thorough gathering and analysis of available data and to assure a rigorous evaluation of the recommendations resulting from that analysis, several types of consultants will be employed:

    a. Documentation and Planning Design Evaluation Specialist;

    b. Migrant Child Specialist (out-of-State Title I-Migrant Program Directors, Migrant Head-Start people, etc.);

    c. Bilingual-bicultural education specialists; and

    d. Teacher training program design specialists.

(3)

THE RESEARCH PROCESS

The staff for the research project was immediately assembled and the responsibilities of each member were outlined. Of immediate concern was the determination of the sources of information that were available. Some of the problems that were identified forced changes in the initial plans.

THE REVIEW OF LITERATURE

The primary thrust of the review of literature was the determination of whether migrant student needs had been previously identified, and, if so, what types of educational programs had been established to meet these needs. To initiate the review, the following activities were carried out:

A shelf search at St. Edward's University library;

A shelf search at the University of Texas at Austin libraries;

A search of the Education Index from January, 1970 to the present;

A search of the Current Index to Journals of Education from January 1970, to the present;

A search of the materials listed by Educational Resource Information Center (ERIC) utilizing numerous appropriate descriptors; and

A search of the Texas State Library Archives Federal Documents Collection.

The scarcity of data relevant to training migrant teachers became apparent very early in the bibliographic search. Moreover, initial reading of selected sources revealed several possible inconsistencies among the analyses of the educational needs of migrant students. On this basis, it was decided that a review of the state plans, funding proposals, and evaluation reports was necessary.

Letters of inquiry were sent to the person with administrative responsibility for Migrant Education in each state education agency. Based on the answers to these letters, the staff requested the following materials:

State plans;

State proposals for funding;

State evaluation reports; and

Other state migrant education publications.

These items were reviewed upon receipt and compilation and syntheses were attempted, but points of incomparability in the data were encountered.

The Director of the Migrant Record Transfer System (MSRTS) was contacted to determine whether the MSRTS could provide data to answer some of the questions that had arisen. Unfortunately, the data at MSRTS were not organized in such a way that meaningful information for purposes of this study could be obtained economically.

Finally, the staff carried out a search of:

The National Archives (Department of Labor and Department of Health Education, and Welfare records regarding migrant education);

The Library of Congress (documents, records, and publications regarding migrant needs);

The United States Government Publication Index (Education, Minorities, Mexican Americans, Migration); and

UNESCO Publications Catalogs.

THE FIELD REVIEW

The research effort undertaken by the Ben Bolt-Palito Blanco Independent School District personnel was intended to identify common educational needs among migrant students in a cross section of South Texas school districts. Student profiles were to have been used to:

Analyze current educational programs in each of the selected districts;

Determine which student needs were being met;

Determine what level of intervention was successful in meeting migrant student needs;

Identify common instructional strategies that appeared to lead to student academic success; and

Identify any common educational needs of migrant students (this analysis would include graduates as well as "drop-outs").

Individual student records are confidential, and school administrators indicated that aggregate data were unavailable, therefore a determination was made that identification of migrant students' needs would be based on school districts' migrant program applications and annual evaluation reports. The following districts provided information:

Alice Independent School District;

Ben Bolt-Palito Blanco Independent School District;

Brownsville Independent School District;

Eagle Pass Independent School District;

Edcouch-Elsa Independent School District;

Edinburg Consolidated Independent School District;

La Villa Independent School District;

Pharr-San Juan-Alamo Independent School District;

San Benito Consolidated Independent School District; and

San Diego Independent School District.

Interviews were conducted with key personnel in each of the districts. Specific data were gathered concerning student educational needs, program responses, and perceived needs for programmatic revisions. As a reference point, the annual evaluation reports from 1971 to the present of the Texas statewide migrant program effort were utilized in the analysis. The educational needs most often cited by the school districts were charted. The program responses were reviewed for their compatibility with the students' needs and instructional approaches. The curricula and personnel utilized were noted. Finally, evaluation reports were reviewed to assess student growth in response to identified needs under each component listed in the annual report.

THE NATIONAL SURVEY

Because of the difficulties encountered in the initial research processes, the staff concluded that it was necessary to validate all the data generated in the review of literature and the field review. Plans were made to develop and carry out a national survey of migrant projects, state programs, and teacher training institutions in the geographical regions where there are large numbers of migrant students.

The work on the national survey was divided into three stages: the development of the instrumentation (centered around the preliminary survey described in Chapter Four), the national survey, and the analysis of the data (described in Chapter Five).

The preliminary survey was an open-ended request for respondents to identify and rank the greatest educational needs of migrant students. The survey forms were distributed to equal numbers of administrators, teachers, parents of migrant students, and migrant students in the three major homebase states: California, Florida, and Texas. The respondents listed a total of 128 different needs. These provided the basis for the development of ten major items in the national survey.

The national survey requested several additional types of information:

Demographic data;

Attitudinal data;

Evaluation of ten items developed from the preliminary survey; and

Evaluation of up to four of the migrant students' educational needs selected by the respondent.

This survey was sent to a random sample of migrant projects in the United States, to the migrant education personnel of each state education agency, and to the dean of education of all the institutions of teacher education which have bilingual education programs or are located in regions with large migrant student populations.

REFERENCES

1. Saint Edward's University, FACULTY MANUAL (Revised), pp. I-3,4.

2. Diane Jones, Letter to Glenn Hinkle, June 12, 1978.

3. Revised FY 78 Documentation and Planning Grant, Teacher Corps, submitted by St. Edward's University and Ben Bolt-Palito Blanco Independent School District, June 1978.

CHAPTER TWO:
LOOKING FOR ANSWERS IN LITERATURE

In carrying out the review of literature discussed in Chapter One, the researcher found a limited amount of material available concerning migrant students' needs. As a result, state funding-related documents and other state publications became the focal point for the review of literature. The review is divided into eight sections.

IDENTIFICATION AND RECRUITMENT

Funding is currently based upon statistics made available by the Migrant Student Record Transfer System (MSRTS). States and local education agencies (LEA) are encouraged to identify and recruit all eligible migrant children as quickly as possible. At the end of each year, MSRTS runs a data processing program that provides the total full time equivalency (FTE) for each state. The FTE is the basis for allocation of migrant funds to the state education agencies (SEA).

Given this funding procedure, several states have developed and implemented processes and programs to identify and recruit migrant students based upon their goals or objectives. It should be noted that identification and recruitment efforts vary greatly within states, for example:

- Some systems serve only those migrant children who come to school and enroll on their own initiative. The coordinators in those systems feel that all eligible children are coming to school and that no further effort to locate them need be made. Many other systems actively undertake to locate eligible children. (1)

- Eligible children for the projects were located primarily by parents voluntarily sending their children to the programs, through visits by school representatives to the Migrant Camps, and referrals by other school programs. (2)

Those states involved in intensive efforts to identify and recruit migrant children have, in general, developed a number of specific goals and activities designed to achieve these goals. In a few states these programs have been revised periodically in order to effect improvement. Consequently, a number of identification and recruitment programs utilize sophisticated procedures that should prove useful to states that have not developed effective programs or plans for identification and recruitment of migrant children. The analysis of state identification and recruitment efforts in this study was based upon information provided by state migrant programs. Table 2.1 presents these data. It should be noted that some states may be involved in identification/recruitment efforts but did not include relevant information in materials submitted to this project.

TABLE 2.1
IDENTIFICATION AND RECRUITMENT

STATE	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
Arkansas	X	X	-	-	-	-
California	X	-	X	X	-	-
Colorado	X	X	X	X	X	X
Connecticut	X	-	-	-	-	-
Delaware	X	-	-	-	-	-
Florida	X	X	X	X	-	-
Georgia	X	-	-	-	-	-
Idaho	X	X	X	X	X	-
Illinois	X	X	-	-	-	-
Iowa	X	-	X	X	X	-
Kentucky	X	X	-	-	-	X
Louisiana	X	X	X	X	X	-
Maine	X	X	-	-	-	-
Maryland	X	X	X	-	-	-
Minnesota	X	-	-	-	-	X
Missouri	X	X	-	-	-	-
Nebraska	X	-	-	-	-	X
New Jersey	X	X	X	X	X	-
New Mexico	X	X	X	-	-	-
New York	X	X	X	X	X	-
North Carolina	X	X	X	X	X	-
Oklahoma	X	-	-	-	-	-
Pennsylvania	X	X	X	X	X	X
Texas	X	-	-	-	-	-
Utah	X	X	-	-	-	-
Vermont	X	X	X	X	-	-
Virginia	X	X	-	-	-	-
Washington	X	X	X	X	-	-
West Virginia	X	-	-	-	-	-

LEGEND: Column 1 - Makes reference to Identification/Recruitment in State Publications
Column 2 - Formulated State goals or objectives for Identification/Recruitment
Column 3 - Developed plans or activities for Identification/Recruitment
Column 4 - Implemented plan of activities at State level
Column 5 - Published State Handbook or Manual for Recruitment
Column 6 - Published recommendation to improve Identification/Recruitment process

A few states have recognized limitations in their migrant education identification/recruitment program and have recommended additional efforts to identify and recruit migrant children. Examples of such recommendations are in the Kentucky, Minnesota, and

Nebraska evaluation reports:

- Efforts should be made to increase the recruitment and identification activities leading toward enrollment of the migrant student. . . . Efforts should be made to redesign the state migrant identification and enrollment forms. (3)

- It is also necessary to identify all eligible settled-out migrant children, determine their educational needs, and ensure appropriate services in the mainstream school setting. (4)

- To encourage the identification and recruitment of the five-year formerly migrant student through greater cooperation with field workers from other agencies. (5)

Apparently Nebraska has made a special effort to recruit former migrants for the report states:

- Identification and recruitment of the formerly migrant needs to receive more emphasis and more concentrated effort on the part of local school officials. Nebraska hired a recruiter on a part-time basis to perform this function. As this was an initial effort to address the gap in services, the need for a statewide needs assessment has been one of the top priorities. Continued efforts will be made by the State in this area. (6)

NEEDS ASSESSMENT

The literature reviewed indicates a great deal of diversity in the states' perception of their role in the assessment of migrant students' needs. State publications and reports indicate the following:

In most states, needs assessment is apparently a local responsibility;

In approximately one third of the states, there is no reference to needs assessment activities;

In a number of states, the national goals have been adopted and the state programs and priorities are based on these goals; and

In a few states, state level needs assessments have been carried out.

Table 2.2 provides details.

An examination of local needs assessment activities suggests that the purpose of most local efforts is to test, evaluate, and place individual migrant students in local migrant education programs. In general, in those states that have delegated responsibility for needs assessment to the local project, assessment efforts are not widely used to plan and revise programs.

The following examples illustrate the activities:

TABLE 2.2
STATES PERCEPTION OF THEIR ROLE IN NEEDS ASSESSMENT FOR MIGRANT STUDENTS

STATE	No Reference to Needs Assessment Actv.	Apparently a local Responsib.	Perform State Level Nds. Assessm.	State Goals Adopted for Nds. Assessm.	Natl. Gls. Adopted or Basis for State Gls.
Alabama	-	X	-	-	X
Arizona	-	-	X	X	-
Arkansas	-	-	X	X	-
California	-	X	-	X	-
Colorado	-	X	-	X	-
Connecticut	-	X	-	-	-
Delaware	-	X	X	-	X
Florida	-	X	X	X	-
Georgia	X	-	-	-	X
Idaho	X	-	-	-	X
Illinois	-	X	-	X	-
Indiana	-	-	-	X	-
Iowa	-	X	-	X	-
Kansas	-	X	-	X	-
Kentucky	X	-	-	-	-
Louisiana	-	X	-	X	-
Maine	X	-	-	-	X
Maryland	-	X	-	X	-
Massachusetts	X	-	-	-	-
Michigan	X	-	-	-	-
Minnesota	-	-	-	X	-
Mississippi	-	-	X	-	-
Missouri	X	-	-	X	-
Montana	X	-	-	-	X
Nebraska	X	-	-	-	-
Nevada	X	-	-	-	-
New Jersey	-	X	X	X	-
New Mexico	-	X	-	X	-
New York	X	-	-	-	X
North Carolina	-	X	-	X	-
North Dakota	X	-	-	-	-
Ohio	-	X	X	X	-
Oklahoma	X	-	-	-	-
Oregon	-	X	-	-	X
Pennsylvania	-	X	-	X	-
South Carolina	-	X	-	X	-
South Dakota	-	X	-	-	X
Tennessee	X	-	-	-	-
Texas	-	X	-	X	-
Utah	-	X	-	X	-
Vermont	-	X	-	X	-
Virginia	-	X	-	X	-
Washington	X	-	-	X	-
West Virginia	-	X	-	-	-
Wisconsin	X	-	-	-	-
Wyoming	X	-	-	X	X

ILLINOIS

Needs assessment in Illinois involves testing, evaluation, and placement of migrant children. Seven basic methods are used to determine the needs of participating students:

> Teacher made test are used by 12 regular and 14 summer projects (83.9% of the projects);
>
> Teacher referrals are used by 13 regular and 11 summer projects (77.4% of the projects);
>
> MSRTS records are used by 11 regular and 11 summer projects (71.0% of the projects);
>
> Standardized tests are used by 8 regular and 9 summer projects (54.8% of the projects);
>
> Criterion referenced tests are used by 5 regular and 12 summer projects (54.8% of the projects);
>
> Parental referrals are used by 3 regular and 10 summer projects (41.9% of the projects); and
>
> Other methods are used by 4 regular and 2 summer projects (19.4% of the projects).

(7)

IOWA

Needs assessment in Iowa apparently focuses on a formal and informal testing and evaluation program. Various standardized evaluation/diagnostic instruments are used in conjunction with non-standardized testing instruments to test, evaluate, and place migrant children. (8) In regard to needs assessment, the Iowa 1977 Evaluation Report states:

- In establishing the educational needs of the children, the schools utilized teacher judgment backed up by standardized testing, criterion-referenced tests, teacher-made tests, and parent referrals. (9)

LOUISIANA

The Louisiana State Plan for 1979 indicates that a needs assessment has been conducted by every LEA. Parents, children, teachers, and teacher aides were involved. The LEA's identified cognitive, affective, psychomotor, social, and health needs of migrant children. These needs are to provide a basis for the development of migrant programs and program activities. (10)

NEW YORK

Needs assessment in New York is basically a localized "testing program" to diagnose individual migrant student academic competencies. Standardized diagnostic tests and criterion referenced tests are utilized to determine academic levels of migrant children. (11)

TEXAS

The Application for a Program Grant for Education Programs for Migrant Children (1979) states that the migrant project applicant must conduct an annual needs assessment. These assessments are required of both the LEA's and the regional education service centers with migrant programs. It was reported that the needs are:

- Prioritized and programs planned to serve the students according to status and the greatest academic needs in the instructional content area which is identified as the most needed instruction for each student. (12)

The process used to assess the prioritized migrant student needs is basically a responsibility of the applicant. (13)

UTAH

All projects in Utah were reported to utilize needs assessment techniques or methods. An examination of these techniques and methods suggests that the basic purpose is to test and place migrant students. The following are reported:

Health screening, 7 projects;
Standardized test, 6 projects;
Teacher made test, 6 projects;
MSRTS information, 5 projects;
Previous evaluation reports, 5 projects;
Student profile records, 5 projects;
Grade placement records, 4 projects;
Publisher's test, 4 projects;
PAC information, 3 projects;
Criterion referenced tests, 2 projects;
Student inventories, 2 projects;
Parents and informal and anecdotal records, 1 project;
Psychological evaluation, 1 project; and
Teacher observation, 1 project.

(14)

SELF-CONCEPT DEVELOPMENT

Since the Elementary and Secondary Education Act (ESEA) was amended in 1966 to include special provisions for children of migratory agricultural workers, schools throughout the United States have implemented numerous migrant education programs. These programs are founded on the premise that the educational needs of migrant children have been neglected. Among these neglected needs is the enhancement of the students' self-concept.

The fourth national goal for migrant education is to "provide specially designed activities which will increase the migrant child's social growth, positive self-concept and group interaction skills." Many states have adopted this goal in its entirety or revised the goal based on various considerations. Table 2.3 presents data regarding state practices. Following is a brief discussion of selected states with explicit self-concept goals and their activities to achieve the goals.

TABLE 2.3
SELF-CONCEPT

STATE	Stated Goals/Obj.	Implemented Activ.	Self-Concept Wkshp
Arizona	X	X	X
Arkansas	X	-	-
California	X	-	-
Colorado	X	-	-
Connecticut	X	X	-
Delaware	X	-	-
Florida	X	-	-
Illinois	X	-	-
Iowa	X	-	-
Kansas	X	-	-
Louisiana	-	-	X
Maryland	X	-	-
Minnesota	X	-	-
North Carolina	X	X	-
Pennsylvania	X	-	-
Utah	X	-	-
Virginia	X	-	-
Wyoming	X	-	-

ARKANSAS

The 1978 Arkansas Migrant Education Program State Evaluation reported a fundamental program goal:

- To promote activities designed to advance the migrant child's social growth and group interaction skills. (15)

Little information was provided in the report regarding efforts to achieve this goal. The only reference noted was that inservice training materials were provided to all instructional personnel to promote an awareness of social growth. In addition it was reported that a presentation regarding self-concept development was made at the State Conference. (16) No information was provided about local efforts to enhance the self-concept of migrant children.

COLORADO

A principal objective reported in the Colorado State plan was to:

- Provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills. (17)

An examination of the plan reveals that improved self-concept received no further consideration. Moreover, no discussion of programs to promote self-concept enhancement at either the local or state level was provided in recent State Evaluation Reports reviewed.

DELAWARE

The Delaware migrant program goals were derived from the national goals by representatives of the state and local migrant programs. These goals were then prioritized. The second Delaware goal was:

- To provide specially designed activities which will increase the migrant child's growth, positive self-concept, and group interaction skills. (18)

A review of more recent Delaware documents indicates no specific program to achieve this goal was discussed.

IOWA

Iowa's Handbook for Migrant Education ranked positive self-concept development as the third most important migrant student goal. This goal was:

- To provide educational opportunities which develop and promote a good self-image and feeling of self worth. (19)

Neither this handbook nor the 1977 Evaluation Report indicates that this goal was addressed by state or local migrant projects.

KANSAS

The Kansas Annual Evaluation Report for 1977 gives the following goal:

- Provide specially designed activities which will increase the migrant child's social growth, positive self-concept and group interaction skills. (20)

Several objectives related to this goal have been formulated. These are:

- To help the child develop a positive attitude toward school, liking school and all that is associated with it (trusting the teacher, feeling secure and accepted by his peers);
- To help the child establish a better self-concept in relation to his home, his school and his environment; helping the child to succeed, praising the child upon his accomplishments, involving the child in individual projects and instructions, and providing the child with bilingual and bicultural instruction according to the child's degree of acculturation;
- To give the child guidance, affection and understanding, providing small group instruction (class size 15) and treating the child as an individual rather than a part of a group.

(21)

Of those Kansas projects that responded to a questionnaire in 1977, 100, 75, and 87.5 percent reported heavy emphasis on the first, second, and third objectives respectively. (22) No information was available regarding programmatic efforts to achieve the objectives. Nevertheless it seems apparent that positive self-concept development is an important concern of migrant educators in Kansas.

MARYLAND

According to the 1979 Maryland State Plan, one of the support service objectives was to assure:

- Migrant children and youth will be provided specially designed activities to enhance their social growth, positive self-concept, and group interaction skills. (23)

The plan indicated no specific activities to achieve this objective.

MINNESOTA

The 1977 Minnesota Evaluation Report stated that one of the basic objectives of the migrant education program was to:

- Provide a supportive classroom atmosphere in which children can develop feelings of self-confidence and success. (24)

Little information was provided regarding activities or programs at either the state or local level to achieve the goal. It was reported that a self-concept inventory indicated that the majority of migrant students possessed satisfactory self-images.

UTAH

The Utah Evaluation Report for 1977 listed prioritized goals of seven local projects. Two of the projects identified improved self-concept as either the first or second ranked objective. One project reported that special emphasis is "given to recognition for achievement of success and to culturally appropriate activities designed to promote pride in students' cultural heritage." (25) This report does not explain specific activities utilized by local projects to achieve these self-concept enhancement goals.

VIRGINIA

The second most important program goal for migrant children in Virginia is "to create feelings of self-worth." (26) An examination of more recent documents reveals that self-concept enhancement was not discussed.

INSTRUCTIONAL PROGRAMS

PROGRAMS FOR EARLY CHILDHOOD

California

The California Plan reports a regional approach which allows for policy determination and coordination on a state level, management at the regional level, and supervision at the local operational level. The state's Bureau of Community Services and Migrant Education has established five basic objectives for this regional plan:

- Migrant children will evidence a mean of at least 1 month's progress in school subject matter for each month of attendance in participating schools. Supplementary instructional programs will be provided to aid in attaining this rate of gain;

- Migrant children will maintain an attendance rate equivalent to resident children through regular school district efforts supplemented by child welfare and family-related programs provided under the California Plan;

- Migrant children's health will be such that it does not interfere with their education. This will be the result of coordination and cooperation by local resources, supplemented by services provided through the California Plan;

- Migrant children's needs will be met through the special skills of professionals and paraprofessionals trained in preservice and inservice programs provided through a variety of resources, coordinated through the California Plan;

- Migrant children will be provided continuity of educational services through the use of the students' transfer records, as well as frequent communication and sharing of materials and program ideas by professionals from the various states.

(27)

Instructional activities designed to meet these objectives emphasize strategies to assist the child's improvement in language, reading, and mathematics. In addition, strategies are planned to assist the child through providing medical and dental health services, nutritional services, health education, and welfare services.

Florida

The Florida Migrant Early Childhood Learning Program (MECLP) is designed to provide a program that is not only stimulating and nurturing but also exploratory in nature for the total individual development of the pre-school migrant child. The Florida Migratory Child Compensatory Program (FMCCP) State Plan FY 79 published by the State Department of Education lists the program objectives as:

- Health
  - MECLP teachers shall work cooperatively with Supportive Services personnel to insure that migrant students are provided with:
    - Medical examinations as required and treatment as needed for school enrollment
    - Visual, auditory, and dental examinations and follow-up treatment as needed
    - Emergency medical care (including dental) when needed
    - Necessary immunizations
  - MECLP teachers shall teach their migrant students good health and hygiene habits

- Language Development/Communication Skills

  Individual learning activities will be provided in the pre-school program through which each migrant child may experience success in language development and communication skills, including:

  - Appropriate learning activities designed to enhance verbal and non-verbal communication skills
  - Activities to meet the needs of children whose primary language is not standard English (to include English for Speakers of Other Languages services where needed)
  - Provision for corrective speech and hearing measures as necessary and where possible

- Social and Emotional Development

  The migrant child through personal involvement and planned activities will:

  - Develop positive concepts about his own abilities to create and learn
  - Adapt his individual emotional make-up to his social environment
  - Develop his strengths and cope with his limitations
  - Identify with and appreciate his cultural heritage
  - Become acquainted with people of different cultural background, sex, race, age, and economic status

- Motor Development

  - As a result of physical activities, the migrant child's sensory motor perception will improve and grow in accordance with the development stages of the child.

  - Provision should be made where possible for screening and/or referral of children with suspected motor or perceptual problems so that remediation can begin when the child is of an appropriate age.

- Parental Involvement

  Assistance will be provided to develop a program that will involve migrant parents in a variety of settings. Effectiveness will be measured by the extent of participation. (This will be recorded by the Supportive Services component.)

- Other Basic Academic Skills

  Specially designed programs will be provided in the academic disciplines (language arts, mathematics, social studies, and other academic endeavors) that will increase the migrant child's academic growth.

- Evaluation

  - Formative

    - Children's developmental needs will be assessed through the use of the Early Childhood Assessment and the Obser-

    vational Checklist which will be distributed by the Regional Offices.
    - Children will be pre-tested on age level with the above instruments within four (4) weeks after entry into the MECLP.
    - Children will be post-tested near the end of the school term on the level which was used for formative purposes at entry into the MECLP during the current school year.
    - Children whose native language is Spanish and who, because of a language barrier, experience difficulty with the Early Childhood Assessment Kit and the Observational Checklist, may be tested in Spanish.
    - Results from the pre-test will be used for diagnosis and prescription.

- Summative

    - Children in the four-year-old unit will be pre-tested during a two week period in October 1978, with a standardized test (TBA), normed for four-year-olds.
    - Children in the four-year-old unit will be post-tested during a two week period in April 1979, with the standardized test (TBA) used in October 1978, normed for four-year-olds. (28)

New York

The State of New York's plan for the early childhood migrant child is a multi-funded program that serves children between the ages of eight weeks and five years in twenty-five child development centers that offer both seasonal and year-round programs.

The Child Care Program, coordinated by the Department of Agriculture, provides programs that emphasize:

- Quality child care in centers licensed by the Department of Social Services.

- Individual development (such as grassroots development, fine motor coordination, sensory perception, language development, and development of self-image) through a supplemental educational program.

- Comprehensive health care provided through a grant from the Indian and Migrant Division of HEW.

- Good nutrition made possible through the Special Foods for Children Program.

- Parent involvement through a parent program that solicits and respects the opinions of parents.

(29)

Texas

The Texas Migrant Council Mobile Head-Start Program was established in June 1971 as a program to provide continuity of services for young migrant children through one of nineteen centers located in Rio Grande Valley and Winter Garder areas of Texas during the winter, or one of the twenty-nine centers in the northern states during the summer.

In its 1972-73 Annual Report, the Council listed its objectives as follows:

- To serve mobile migrant children from ages 0-5 from their home base in Texas and give them continuity of service in the user States by following them to the northern States during the summer months.
- To use a bilingual/bicultural curriculum so that the children get the extra scholastic help they need as they go through grade school.
- To adjust the duration of a program day to the hours of the migrant working day.
- To deliver services to the migrant family and also hire migrants, enabling them to share in the task of serving their own people.
- To develop a strong career development program that will train migrant men and women to be competent paraprofessionals.
- To perform followthrough service not only in education, but also in nutrition and health.

(30)

Washington

The Washington State plan offers the migrant child varied types of social contacts and experiences through pre-school activities. This educational philosophy indicates that such involvement will assist the migrant child to be adjusted and prepared for pursuing the learning process upon enrolling in the regular school program. The pre-school projects in Washington emphasize language development and reading needs. The main objective of the 1978 state program was that: "By August, 1978 at least nine pre-school programs for migratory children would be implemented during a seven-month high impaction period." (31) The state department evaluation report for 1978 indicates that the objective was met. The approved grant application indicated that pre-schools were to operate in 14 communities during fiscal year 1978. MSRTS information indicated that 14 districts operated 15 pre-school programs. In addition, the Education Institute for Rural Families and two mini-headstart programs were operated. (32)

PROGRAMS FOR SCHOOL-AGED CHILDREN

The migrant programs for school-aged children may be school-district based and supplementary in nature or may be mobile and capable of providing a wide range of services from diagnosing and prescribing instruction to providing recreational, advisory, counseling, and health services.

Language Arts Tutorial Program

Florida provides a Language Arts Tutorial Program for migrant children. Each tutorial unit consists of one tutorial teacher and a maximum of ten tutors. The tutorial teacher provides training, consultation, and direct assistance to the tutors who work with individual children during the regular school day. Language arts consultants provide the tutorial teachers and tutors with consultative services and inservice training which includes:

Diagnosis of language differences and reading difficulties;

Techniques of language acquisition and remediation of reading difficulties;

Materials appropriate for diagnosis of language acquisition, remediation of reading difficulties and career awareness;

Tutorial techniques;

Life-style and cultural backgrounds of migrant students;

Migrant student record transfer system;

Interpersonal relations;

Techniques of administration of testing instruments;

Techniques of training tutors.

(33)

Learn And Earn Program

Florida also sponsors the Learn and Earn Program which is open to migrant students who are 14 or more years of age. The emphasis of the program is to provide students with marketable, job entry skills upon termination of their formal schooling. Instructors provide individual and small group guidance activities that not only inform the student of work expectations, but also promote positive self-concepts and attitudes. They also coordinate and supervise the on-the-job experiences. Program offerings are based on identified student needs and community resources. As a result, the curriculum varies from school to school. Examples of some of the typical areas in the curriculum are:

- Small engine mechanics
- Marine engine mechanics
- Typing and General Office Procedures
- Supermarket
- Auto tune-up
- Agri/Business
- Nurse's Aide
- Hotel/Motel housekeeping

(34)

The primary goal of the Learn and Earn Program is to provide students with job entry skills. However, the State Department of Education in their December 1974 publication, FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM, lists the following additional goals for the Learn and Earn Program:

- Help each child experience success and improve his self-concept by achieving success in short term occupational courses;

- Personalize instruction to allow each child to proceed at his own rate of learning;

- Motivate these children toward greater participation in the total school program;

- Through hands-on activities, field trips, role playing, games, and contact with resource people, make available opportunities for students to participate in occupational experiences to increase their awareness of the world and equip them for a changing world;

- Develop employability skills necessary for obtaining and retaining a job and provide an environment that will develop positive attitudes toward work, respect for authority, ability to follow directions and an ability to get along with others;

- Help each child to be aware of his occupational potential through continuous evaluation and feedback;

- Develop communications involving the school, the community and its agencies, and to insure coordination of all available resources for the benefit of the participating migrant students. (35)

The State of New York also provides a migrant Learn and Earn Program that is closely coordinated with the Department of Labor which helps fund the program through Comprehensive Employment Training Act (CETA) funds. Migrant students enrolled in the program include adolescents both in and out of school. Students in school receive counseling related to skills, training and education and may participate in on-the-job assignments with stipends. Out-of-school youth receive counseling and involvement in on-the-job training with stipends. (36)

Harvest Program

The Maine Harvest Program was conceived in the mid-1970's in order to provide special educational assistance to migrant children who arrive in Maine during the fall each year. Prior to the inception of this program migrant children frequently did not attend school because they resided in Maine for only a few weeks during the potato and blueberry harvests. In 1976 the Mars Hill SAD #42 and Monticello SAD #29 programs served 81 preschool through fifth grade children. (37) By 1977 the Maine Harvest program had been expanded to about 37 schools and approximately 1400 migrant children. (38)

In some schools the program has been expanded to include specialized instruction at the middle schools and secondary levels. The program provides for individualized instruction based upon the assessed needs of each migrant child. In most schools, reading, math, and language skills receive emphasis. (39)

Secondary Evening Programs

One migrant education program that met with success in several states is the evening secondary school program.

The St. Clair County, Alabama, Migrant Education Evening Vocational Program has provided an opportunity for secondary level migrant children to acquire vocational skills previously not available to migrant children. Curriculum available to the evening vocational students includes secretarial courses, home economics, small engine repair, auto-mechanics, auto-body repair, electrical wiring, and industrial arts. A number of former migrants have found non-agricultural employment as a result of the St. Clair County Evening Vocational Program for Migrants. The alarming dropout rate among migrant children in middle schools and early secondary levels in the late 1960's led to the implementation of this program in Idaho in 1969. The number of students served has increased from about 60 in 1969 to 755 in 1977. This program is held in the evening so that migrant students are permitted to work in the fields during the day. This program is vocationally orientated with emphases on auto mechanics, business commercial subjects, farm equipment operation and maintenance, and home economics. The program is structured so that the migrant student may also obtain the GED. (40)

In 1975 Connecticut's Migratory Children's Program established the Summer Tobacco Camp Program. This instructional mode provides in-camp educational services in eighteen tobacco camps through multi-purpose educational centers located in Bridgeport, Enfield, Guilford, Hartford, Meriden, New Haven, Naugatuck, Waterbury, Willimantic and Pomfret. The program employs ten recruiters to identify and recruit migrant students to the program immediately upon their arrival in Connecticut. Migrant students receive in-camp education services three nights each week. Since the tobacco workers remain in Connecticut only about twelve weeks, it is estimated that the migrant students receive 40 to 45 hours of special instruction each summer. (41)

Ohio has developed and implemented a summer evening migrant education program. In 1977 classes were held in seven locations. Curricula offered by these seven projects vary. For example, the Four County Joint Vocational School and Vanguard Joint Vocational School curriculum include auto body repair, auto mechanics, health occupations, welding, adult basic education and basic skill courses. The other Ohio evening migrant programs offer a more traditional curriculum including mathematics, English, industrial arts, social studies, biology, typing, drivers' education, algebra, etc. Classes are in operation Monday through Thursday beginning in June and concluding in August. (42)

Help on Wheels

The first comprehensive mobile migrant education instructional program was conceived in Colorado in the late 1960's. Initially the Colorado State Department of Education acquired two mobile units to make periodic visits to schools serving migrant children. These units were designed and equipped with devices to test hearing, sight, reading ability and other factors affecting the migrant child's ability to learn. A third mobile unit was acquired by the State Department of Education in 1970. In order to involve the state's teacher training institutions in the education of Colorado's migrant children, these mobile units are operated by the University of Colorado at Boulder, Colorado State University at Fort Collins, and the University of Southern Colorado at Pueblo. The major objectives of these units, formulated in 1968 by the Colorado State Department of Education, were:

- Each unit is a diagnostic center carrying sophisticated equipment including an audiometer, a telebinocular, a reading eye camera, and other equipment. Reading difficulties, whether stemming from poor eyesight, irregular eye fixation, or hearing impairment, will be detected through the use of this equipment. Appropriate referral to insure correction will be made for each child.

- Each center is also a demonstration-resource center, and will carry a wide variety of audiovisual equipment for purposes of demonstration and in-service education for teachers. A wide variety of books, reading kits, films, and filmstrips will be available for use in the unit, as well as for lending to schools. Corrective equipment, instruction materials, and resource materials will be available for use as follow-up diagnosis.

- The units are also designed to accomodate eight to ten students and to serve as a learning center. Eight individual study carrels are built in, plus a teacher's console for a variety of individual and small group learning activities.

(43)

The following major services were provided by the mobile units to the 1976-77 Regular and Summer Migrant Programs:

- Staff inservice and preservice training
- Review, acquisition, and distribution of instructional materials
- Development of materials relevant to the needs of migrant children
- Individual diagnosis and prescription of students
- Program development assistance
- Public presentations and meetings
- College credit for migrant staff

(44)

The original objectives of the program have been revised to account for the spatial variation of migrant education needs in Colorado and the individual approaches of the mobile unit instructors. Today each unit has a distinct, individual programmatic character and thrust. The unit operated by the Colorado State University emphasizes a bilingual approach. This program emphasizes the development of intellectual skills especially in science and mathematics. In addition, Chicano culture is emphasized in order to stimulate ethnic pride and improved self concept. The unit operated by the University of Colorado places heavy emphases on reading and language skill development. An allied thrust of the University of Colorado unit has been an effort to promote research related to the education of migrant children. The mobile education unit at the University of Southern Colorado has evolved an exemplary media program with emphasis on pictures, sound recordings, and video-taping of outstanding student and teacher performances. This unit has also proven useful in implementation of inservice teacher training programs and the development of "Teacher and Aide Growth Kits." (45)

Illinois Mobile Curriculum Van

The Illinois Office of Education provides funds for the operation and maintenance of a mobile curriculum van. The State Education Agency has established four objectives for the mobile curriculum van:

- To secure sample bilingual/bicultural materials suitable for dissemination

- To distribute materials based on needs and requests made by project sites

- To distribute listings of suggested commercial materials available according to subject matter and grade level

- To distribute listings of suggested commercial materials available according to subject matter and grade level

- To help increase interproject communication by circulating effective materials

(46)

In order to achieve these goals the curriculum van visits local migrant education project sites and makes materials, equipment, and supplies available to them. This mobile learning and resource center contains bilingual materials, enrichment readers, educational games, films, slides, tapes, audio-visual equipment, and curriculum support packages in reading and career awareness.

The mobile curriculum van has proven to be extremely useful to those Illinois migrant education projects that do not operate through an LEA. These projects frequently lack the learning resources materials, equipment, and supplies critical to the successful operation of a migrant education project. Therefore, in many cases materials have been made available to projects that lack access to recent and innovative bilingual-bicultural material. Local project directors and teachers may preview and use material from the curriculum van prior to their purchase. (47)

Escuelita en Ruedas

The Title I Migrant education program in Washington has implemented a mobile education program, Escuelita en Ruedas, which is implemented through the use of two vans staffed with bilingual teachers and aides. The vans are actually mobile classrooms that have been equipped to carry both personnel and services directly to the child. The vans are utilized during impact periods and operate between 3:00 p.m and 10:00 p.m. to coincide with non-labor hours. The instructional program is based on diagnostic testing and individualized instruction with a full range of tutorial services. (48)

These mobile resource units have been effective in dropout prevention and have provided continuing educational services for dropouts. The mobile classroom staff works in the identification and recruitment of migrant students. In addition, a concerted effort is made to ensure that work records are maintained by coordinating the program with the Skills Management System (SMS) which utilizes computer capability to assess student skills attainment data for teachers' use and for statewide planning and evaluation. The objectives call for the SMS to be facilitated with MSRTS for maintenance and treatment of data to facilitate the use of student records. (49)

Tutorial Outreach Program System (TOPS)

The State of New York designed a regional system to meet the needs of the individual migrant child. The system is called Tutorial Outreach Program System (TOPS). The program is designed to reach widely scattered migrant children with individualized instruction in reading, mathematics, and bilingual/ESL skill building with instruction on a one-to-one basis. (50)

Regional directors of the program maintain contact with chief school officers, principals, and guidance officers to coordinate the hiring and placement of tutors in school districts to work with migrant children on an individual basis. Each of the regional programs utilizes a five-step formula for providing individual instruction:

- Identification of the children to be served;
- Assessment of the children's individual academic needs;
- Design of a learning prescription to meet the diagnosed needs;
- Involvement of the children in tutorial instruction; and
- Evaluation of the program's effectiveness for each child.

(51)

Although each tutorial program operated under the same guidelines, each had its own personality because some programs utilized certified tutors while others utilized a combination of certified teachers and non-certified college students. Evaluation of the TOPS indicates very positive results with the average achievement ranging from .79 to 1.44 years academic growth for a maximum of eight months of tutoring in the program. (52)

Mobile Resource Room Program

The State of Washington provides a migrant program that includes daily instruction for all enrolled migrant children supplementary to the basic services of the school. Each school has a staff and an equipped resource room where small group and tutorial services are provided through Skills-Based Instructional Resource Rooms. Skills-Based Instructional Resource Rooms provide for each migrant student to receive individualized instruction in specific skill areas and in the language appropriate to his/her needs. (53)

The state plan for providing mobile service to migrant children was amended in 1977-78 to include provisions for what is called a Mini-Corps. This is a program that complements the Mobile Resource Room Program by providing recreational programs during the evening under formal supervision. The Corps travels with the migrants and provides the recreational experience after classes and before parents return from the fields. (54)

California Migrant Teacher Assistant Mini-Corps

The California Migrant Teacher Assistant Mini-Corps was established in 1967. The corpsmen had to have one or more years of college, come from a rural migrant background, be bilingual, and commit themselves to serving migrant children and their families. During the summer of 1967, fourteen corpsmen served as teacher assistants. In addition, they provided extracurricular activities and migrant camp activities to reinforce the educational activities in which the children were involved. By living in the labor camps, they became a link between the migrant family and the school.

At the end of the summer, the corpsmen assist in the evaluation of their summer's work and formulate recommendations for improvements. Selected corpsmen from each center serve on an advisory board to oversee the revision of programs and the recruitment of new corpsmen. From the fourteen corpsmen in 1967, the California Mini-Corps has grown to hundreds of trained assistants and provides services in many counties. (55)

INSERVICE PROGRAMS

Inservice programs designed to meet the needs of faculty and staff vary considerably among the states. Approximately thirty percent of the states have clearly stated goals or objectives for staff development. Of those states with published goals, approximately sixty percent also report activities to achieve the goals. The activities required or provided by the various states suggest different philosophical orientations. Some of these activities are:

Oral language development (Diagnostic/Prescriptive);

English as a Second Language;

Reading skills;

Use of games in teaching reading;

Classroom management;

Effective use of the MSRTS;

Evaluation/Reporting;

Program management;

Methodology;

State child labor laws and rules;

Interpersonal relationships;

Testing (Diagnostic/Prescriptive);

Cultural awareness and sensitivity;

Parent involvement;

Career orientation; and

Vocational training.

Inservice training in the various states is provided by a number of educational units including SEA's, regional service centers, LEA's, colleges and universities, migrant mobile units, and private cooperative or contractual groups. Table 2.4 reflects the information published in the state evaluation reports.

PARENT/COMMUNITY INVOLVEMENT

Ideally, the foundation of American democracy should be citizen participation in governmental processes and programs. Such participation is crucial in programs which provide educational opportunities for the disadvantaged. For these reasons, and others, educators are concerned with the development and implementation of strategies to involve parents and members of the community in the educational processes.

Parent/community involvement in migrant education is required at all levels. The federal regulations require that parents and members of the community be involved in planning, implementing, and evaluating both state and local migrant education programs. The establishment of a state level Parent Advisory Committee (PAC) is a condition of funding for the SEA. Furthermore, the SEA must require that each LEA which

TABLE 2.4
INSERVICE PROGRAMS AS REFLECTED BY STATE EVALUATION REPORTS

STATE	1	2	3	4	5	6	7	8	9
Alabama	-	-	-	-	-	X	X	X	-
Arizona	X	X	X	-	X	X	X	X	X
Arkansas	X	-	-	-	-	-	-	-	-
Colorado	-	-	-	X	X	-	-	-	-
Delaware	X	X	-	X	-	X	X	X	-
Florida	-	-	-	X	-	-	-	-	-
Georgia	-	-	-	X	X	-	-	-	-
Idaho	-	-	-	X	-	-	-	X	-
Illinois	X	X	X	-	X	X	-	-	X
Indiana	-	-	-	-	X	X	-	-	-
Iowa	-	-	-	X	X	-	-	-	-
Kansas	X	-	-	X	-	X	-	X	-
Louisiana	-	-	-	-	X	X	X	X	-
Maine	X	X	-	-	-	-	-	-	-
Maryland	X	X	-	X	-	-	-	-	-
Michigan	-	-	-	X	-	-	-	-	-
Minnesota	X	-	-	X	-	X	X	X	-
Mississippi	-	-	X	-	-	-	-	-	-
Missouri	X	X	X	-	X	-	-	-	X
Montana	-	-	-	X	-	-	-	-	-
Nebraska	-	-	-	X	-	-	-	-	-
New Jersey	X	X	-	-	X	-	-	-	-
New Mexico	X	X	X	X	X	-	-	-	-
North Carolina	X	X	X	-	-	-	-	-	X
Oklahoma	-	-	-	X	-	X	X	-	-
Pennsylvania	X	X	-	X	-	X	X	X	X
South Carolina	-	-	-	X	X	X	-	-	-
Tennessee	-	-	-	X	X	X	X	X	-
Utah	-	-	-	X	-	X	-	-	-
Vermont	X	-	-	X	-	X	X	X	-
Virginia	X	-	-	X	-	X	X	X	-
Washington	X	X	X	-	X	-	-	-	X
Wisconsin	-	-	-	X	X	-	-	-	-
Wyoming	X	-	-	X	-	-	-	-	-

LEGEND:
1. Published State Goals or Objectives
2. Published Activities to Meet Goals
3. State Adopted and Implemented Activities
4. General Discussion of Staff Development
5. Provided a Detailed Discussion with Substantive Data
6. Provided Statistical Data for Staff Development
7. Attendance at State Conferences
8. Attendance at Regional Conferences
9. Attendance at National Conferences

subcontracts to provide services to the migrant students involve a local PAC in the planning, operation, and evaluation of the program.

Two national migrant education goals involve the participation of parents and community members in migrant education projects:

- To develop communication involving the school, the community and its agencies, and the target group to ensure coordination of all available resources for the benefit of migrant children;

- To provide a program of home-school coordination which establishes relationships between the project staff and the clientele served in order to improve the effectiveness of migrant programs and the process of parental reinforcement of student effort.

Regulations designed to facilitate the processes required in these goals were published in the Federal Register of July 13, 1977:

- Each state educational agency applying for a grant under this part shall demonstrate in its application that:

  (a) The state educational agency has (to the extent feasible considering the parents' time of residence in the state) consulted with the parents of children to be served or who are being served, and considered the views of these parents with respect to the planning of the state program; and

  (b) One or more advisory councils will be established in the state composed of parents of children to be served or who are being served and of other persons knowledgeable of the needs of migratory children, and that such council(s) will be consulted and their views considered concerning the operation and evaluation of the present state program and local projects and the planning of future programs and projects.

  (56)

An examination of various state migrant education publications suggests that great variability exists regarding the extent of parent/community involvement. The following conditions can be observed:

A few states have established goals and specific activities designed to achieve these goals;

Some states have established activities to encourage parent/community participation in projects in the absence of stated goals or objectives;

Several states have established goals, but have no clearly defined activities to achieve these goals;

Many states make little or no reference to efforts to promote parent/community involvement.

It should be noted that these statements are based on recent state publications (including state applications for funding, state plans, and state evaluation reports).

In cases where activities were not clearly described, additional information was requested from the states. All information on hand is reflected in this review.

STATES WITH GOALS AND ACTIVITIES

The states which have established parent/community involvement goals and have planned activities to achieve those goals are Arizona, Colorado, Florida, Illinois, New Mexico, North Carolina, Pennsylvania, and Washington.

Arizona

The Arizona Migrant Education Program has five principal objectives for the development and operation of parental/community involvement components. These are:

- To consult with the parents of children to be served or who are being served and consider the views of such parents with respect to the planning of the state program;
- To establish one or more advisory councils in the state composed of parents of children to be served or who are being served and of other persons knowledgeable of the needs of migratory children;
- To consult with such council(s) and consider their views concerning the operation and evaluation of the state migrant program and local school projects and the planning of future programs and projects;
- To establish a home-school liaison to assist with the flow of information, cooperation, and the integration of the migrant family into the community;
- To help improve the migrant child's level of performance by establishing lines of communication, using the appropriate language of the home, when necessary, between the home and school.

(57)

The State Plan includes three activities designed to address these principal objectives. They are:

- Parent Advisory Committees will be formed at the appropriate levels;
- When necessary, the Arizona Migrant Child Program shall make funds available to project schools to help them establish a program of home-school coordination to help improve the relationship between the project staff and the migrant child's home so that his level of performance at school may be improved. When necessary, bilingual personnel will be used for this component so that effective communications can be established;
- The Arizona Migrant Child Education Program shall make funds available to assist project schools in providing in-service training for parents of migrant children, including:
    1. Familiarization with federal and state laws, regulations etc., concerning migrant child education;

2. Historical and current information on migrant education;
3. Orientation on teaching methods, units and materials used in the Migrant Child Education Program;
4. Teaching parents to operate equipment used for instruction;
5. Teaching parents things they can do at home to help their children improve their school performance;
6. Teaching parents things they can do while "on the road" to help supplement their children's classroom experiences.

(58)

A recent Arizona Evaluation Report shows that efforts have been made at the state and local levels to develop and implement the activities outlined in the State Plan. Parents have been most successfully involved by providing them training in the following areas:

- An explanation of the regulations which govern the migrant program;
- Standard parliamentary procedures;
- The instructional and supportive services available through the migrant programs as well as other public agencies which offer assistance;
- The procedures to be followed in preparing, implementing, and evaluating a migrant education project.

(59)

PAC members also receive information regarding survival economics, consumerism, and the instructional/development of pre-school children. (60)

Colorado

The Colorado Migrant Education Program goal for 1976-77 regarding parental involvement is "to provide the migrant parents with the opportunity to participate in the education of their children." (61) A number of local projects have established parental involvement components in an effort to achieve this goal. An examination of the Colorado Evaluation Report indicates that six types of activities are used in the local projects as indicated:

Activities	Number of Projects
Parent Advisory Council	11
Parent or Family Night	12
Home Visitation	5
Parent Volunteers	5
Notices and Newsletters	4
Questionnaires to Parents	3

(62)

Some of the specific activities described are student presentations and performances, dinners and picnics, recreational activities, art displays, open houses, field trips, and "Reading is Fundamental." (63)

Florida

Parental/community involvement is viewed as a critical support service for migrant education in Florida. The following objective has been formulated:

- To involve migrant parents, non-program LEA personnel, and other community members in cooperation with program personnel, in the educational process of migrant children. (64)

Pursuant to this objective, three directives have been given:

- The Supportive Service Resource Person will work with parents, schools, and agencies in the community to facilitate delivery of social services;
- The Supportive Service Resource Person will promote parental involvement;
- The Home-school Coordinator will cooperate with other program personnel in encouraging the involvement of parents and other members of the community in the activities of the Florida Migrant Child Compensatory Program.

(65)

The 1979 Florida State Plan specifically outlines the procedures to be used to achieve these goals. The responsibility for implementing the activities to meet the objective has been explicitly delegated to the appropriate personnel.

The 1977 Florida Evaluation Report listed and evaluated the following activities under the heading of Parental Involvement:

- Local parent advisory committees;
- Parents employed as aides and supportive services personnel;
- State Parent Advisory Committee;
- Parent volunteers as field trip chaperones.

(66)

Illinois

The Illinois state goal for parent/community involvement is that:

- Parents and community members will be involved in the planning, implementation, and evaluation of migrant programs. (67)

An examination of the Illinois 1977 Evaluation Report indicates that 124 migrant parents were involved in planning activities, although none were involved in program evaluation. Nearly 1500 parents were reported to be involved in various other activities. These activities included: being contacted by school staff; attending school functions; visiting a classroom or a program; recruiting or supporting project activities; attending orientation meetings; planning project activities; helping supervise field trips; and acting as paid or volunteer aides. From this list, it is clear that parents in some numbers were involved in the programs even though their activities did not include all those in the state goal.

New Mexico

The New Mexico State Plan for Migrant Education for 1978 stated that a need existed for:

- Parents of migrant students to participate in Parent Advisory Councils (PAC's) for the purpose of contributing to decision-making, particularly regarding recommendations of educational programs that affect their children. (69)

In an effort to meet this need, two objectives were established:

- By October, 1977, every school district that receives Title I Migrant Funds will organize local parental involvement components;

- Local parental involvement [groups, ed] shall receive the necessary information regarding parental involvement, i.e., State and Federal guidelines and policies.

(70)

A number of activities were designed to meet these objectives. The include:

- Title I Migrant PAC consultants will be provided to render useful guidance;

- Literature in relevant languages and encouragement of PAC's to conduct bilingual meetings, when necessary, will be stressed;

- Assurances that an active PAC is functioning in each of the participating LEA's involved in migrant education will be a high priority;

- Migrant parents will be involved in local, regional, and if possible, national workshops, or other in-service training....

(71)

An examination of the 1977 New Mexico Evaluation Report indicates that the objective regarding the establishment of local PAC's was not met. It was reported, however, that 48% of the districts had established a PAC. (72) Data regarding the extent to which other objectives were being met were not clearly reported, hence the extent to which they are met can not be judged. It is clear, however, that the need is recognized and that efforts are being made to meet it.

North Carolina

"To promote the active involvement of migrant parent advisory councils in the local migrant education projects" is North Carolina's eighth objective. (73) The 1977 Evaluation Report stated that "this objective was fully met." (74) State consultants monitoring the local projects did not report specific activities or procedures used at the local level when they reported the achievement of this objective. The framework for achieving this objective has been established since local parent advisory committees had been organized in all areas. (75)

Pennsylvania

Pennsylvania has established nine parental involvement objectives. These are that migrant parents:

- along with professional staff will plan and conduct workshops designed to inform migrants of the community services available to them.
- will participate in social and cultural activities planned by the local projects throughout program implementation.
- will participate in workshops designed to familiarize them with the social and economic characteristics of the local community.
- along with professional staff will seek new and existing program funding sources to improve the services of migrant families.
- and children will participate in the migrant program by attending a workshop on the Pennsylvania Migrant Testing Program.
- will participate in a workshop designed to familiarize them with program eligibility requirements, enrollment procedures and federal guidelines.
- will actively participate in Parent Advisory Committee activities and contribute to program planning.
- will be cognizant of federal and state educational laws as related to their rights and responsibilities
- will be employed by local program directors (when feasible) to serve as teacher aides, social/caseworkers, recruiters and tutors. (76)

To assist the local migrant projects in achieving these objectives the state education agency has established the following activities:

- Organize Parent Advisory Committees at all local project sites and study the feasibility of forming a state parent advisory committee.
- Invite parents of participating children to go on field trips, help assist students in the classrooms, help prepare ethnic meals, help plan cultural activities.
- Schedule local and state technical experts to conduct workshops.
- Plan cultural and recreational activities for parents during the evening.

- Migrant parents and staff visit representative agencies to identify available services.

- Invite parents to accompany their child or act as aides in the classroom during testing.

- Staff and parents cooperatively develop an information manual for parents.

- Invite parents to participate in all program development activities.

- Invite all parents to participate in the parent advisory committee and assist in organizational planning and to observe program activities during program implementation.

- Ask parents to volunteer in supervising program activities.

- When feasible, employ migrant parents as paraprofessionals in program staffing.

- Invite parents to attend the Pennsylvania Migrant Education In-Service program.

- Develop print and non-print materials for distribution to parents on federal and state educational laws.

(77)

These objectives and activities, taken from the 1979 application, are the result of a period of planning and constitute the final objectives in a multi-year program. Although previous objectives have not been stated, the state education agency reports that it has met its interim goals in this area. The evaluation of these specific objectives, of course, is not yet available.

Washington

Washington is unique among the state migrant programs reviewed in that clearly defined, explicitly stated, somewhat measureable objectives are formulated for each fiscal year. The objectives, in one sense, are careful definitions of the required activities. They are:

- By August 31, 1978, new members will be identified and appointed for membership on the State Migrant Education Advisory Committee;

- By August 31, 1978, all members shall have been appointed prior to the first State Migrant Education Advisory Committee meeting of the fiscal year; officers shall be elected, bylaws reviewed and submitted prior to the second meeting of the fiscal year and adopted at said second meeting;

- By August 31, 1978, the Parent Advisory Council (PAC) coordinators, with assistance from MEIRP, will provide technical assistance to the local education agencies to revalidate, reorganize, develop, and validate new PAC's in the 45 school districts;

- By August 31, 1978, a state-wide parent workshop will have been held; contents of the workshop shall have been determined on needs-based consensual opinions of each of the participating PAC's in cooperation with migrant program staff;
- By August 31, 1978, the PAC Coordinators shall prepare an implementation plan that will meet the program objectives; the implementation plan will include a current needs assessment, training, PAC monitoring procedures, planning, evaluation, and program implementation.
- By August 31, 1978, an end-of-the-year report shall reflect a summary analysis of all activities which will include an assessment of bylaws of each PAC (general), a needs assessment based on the minutes of the participating PAC's, monitoring and evaluation reports;
- By August 31, 1978, the PAC Consultant, in cooperation with MEIRP staff, will have provided technical assistance in coordinating services and training activities in 80% of the PAC meetings scheduled.

(78)

The Evaluation Report indicates that a state-wide effort was made to achieve these objectives. Six of the seven objectives were judged to be fully met; the remaining objective was partially met. (79)

STATES REPORTING ACTIVITIES IN THE ABSENCE OF PUBLISHED GOALS

Some states report parent/community involvement efforts although no clearly defined state goals or objectives have been published. The states in this category are Alabama, Kansas, New York, Oklahoma, South Carolina, Tennessee, Vermont, and Virginia. Review of the state reports indicates that activities to encourage migrant parents and community members to participate in migrant education projects include the following;

Field trips;
Open house;
Recreational activities;
Interpreters;
Administrative or instructional aides;
Day care volunteers;
Contribution of clothing and food;
Transportation to medical clinics;
Parent Advisory Councils;
Janitorial work;
Newsletters and flyers; and
School conferences.

STATES REPORTING GOALS BUT NOT ACTIVITIES

Several states have formulated goals or objectives for parent/community involvement, but have not described specific activities related to the objectives nor prepared a formal evaluation report on them. In some cases, there are references to activities which may be related to the state goals, but the statements are rather vague. The states in this category are Arkansas, California, Louisiana, Maryland, Minnesota, Missouri, Texas, and Wyoming.

HANDBOOKS FOR ORGANIZATION AND OPERATION OF PARENT/COMMUNITY INVOLVEMENT PROGRAMS

Several recent publications are available to assist in the organization and operation of parental/community involvement programs for migrant education. One such publication is a HANDBOOK FOR A PARENT-SCHOOL-COMMUNITY INVOLVEMENT PROGRAM (1974) developed by the Southwest Educational Development Laboratory in Austin, Texas. This publication provides a step by step procedure for the organization and operation of a parental/community involvement program. The publication outlines the roles and responsibilities of parents, school and community members that are critical to the success of a parental/community involvement program. Also included is an in-depth analysis of various programs and processes useful in the establishment and operation of community involvement programs.

A second useful publication is MIGRANT EDUCATION: STATE AND LOCAL PARENT ADVISORY COMMITTEES, published by the Migrant Education Section of the Division of Compensatory Education, North Carolina Department of Public Instruction. This publication is helpful in understanding procedures and techniques for involving parents in planning, operation and evaluation of migrant programs.

A third publication entitled PUTTING IT TOGETHER WITH PARENTS: A GUIDE TO PARENT INVOLVEMENT IN EDUCATION PROGRAMS, (1979) details ways of reaching parents and activities to establish parental support of migrant education programs. This publication, developed by the California State Department of Education, provides forms useful in conducting parent interest surveys, parent-school conferences and recording parental involvement.

A fourth brief publication, entitled WHY PARENT INVOLVEMENT IN MIGRANT EDUCATION?, is available from the California State Department of Education. This publication outlines the historical-legislative evolution of requirements for parental involvement in migrant education.

A fifth publication, by James O. Schnur of the University of Northern Iowa and entitled A HANDBOOK FOR MIGRANT EDUCATION IN IOWA, includes a section on "Initiating and Maintaining Parental and Community Involvement." This publication was produced under the authorization of the Iowa Department of Public Instruction and focuses on problems related to the development of mutual trust as a first and critical step in creation of a community/parental involvement program.

A sixth useful parent/community involvement publication is by Daphne Duval Harrison of the Migrant Center in Broward County, Florida. Entitled MAKING THE COMMUNITY CENTERED SCHOOL A REALITY, this publication is actually a handbook which offers some guidelines for parents, students, and school personnel who wish to establish a successful community-school relationship. The guide is to be utilized for initiating activities which can be easily altered and/or expanded according to the interests and needs of the user.

Each publication was developed to meet local parental involvement needs. The underlying philosophy, approach, and focus vary from one handbook to another, even as the situations and people involved differ. As a group, these books provide a practical survey of the problems and solutions encountered.

INTERSTATE/INTRASTATE COOPERATION AND COORDINATION OF MIGRANT PROGRAMS

The problem of providing educational continuity for migrant children was recognized by Congress and was one of the compelling forces that resulted in the enactment of Public Law 89-750 in 1966. P.L. 89-750 set aside special funds for migrant education to promote interstate and intrastate cooperation and coordination for the purpose of ensuring educational continuity. This same concern on the part of migrant educators led to the formulation of the following national goal in May 1971:

- Develop in each state program a component of intrastate and interstate communications for exchange of student records, methods, concepts, and materials to assure that sequence and continuity will be an inherent part of the migrant child's total education program.

The Federal Regulations of July 13, 1977, clearly define the expectations and responsibilities of states receiving funds for migrant education as follows:

- Payments will be used for programs and projects (including acquisition of equipment and where necessary the construction of school facilities) which are designed to meet the special needs of migratory children of migratory agricultural workers or of migratory fishermen, and to coordinate these programs and projects in other states, including the transmittal of pertinent information with respect to school records of these children. (80)

The important role of interstate cooperation in the development, implementation and management of state migrant education programs and projects was recognized by a consortium of migrant educators from seven states in 1975. The work of these educators from Florida, North Carolina, California, New Jersey, Michigan, and Texas led to the development of the MIGRANT ADMINISTRATORS MANAGEMENT GUIDE. This guide delineates 12 basic management functions as the responsibility of the states. According to this management guide, interstate coordination encompasses:

- The facilitation of cooperation and exchange of personnel, materials, training programs, procedures and services among states;
- Liaison with other state migrant programs, projects and services; and
- Other information exchange through vehicles such as MSRTS.

(81)

An analysis of recent state evaluation reports, state migrant education plans and state Title I Migrant proposals indicates a large number of states have failed to address the issue of interstate/intrastate cooperation. Some states list National but make no reference to State migrant education goals or efforts to promote interstate/intrastate cooperation or coordination of migrant education programs. However, many of these states make little or no reference to specific efforts to achieve these goals. Table 2.5 reports pertinent data.

TABLE 2.5
INTERSTATE COORDINATION OF MIGRANT PROGRAMS

STATE	Identifies Continuity as Issue	Lists National Goals	Formulated State Goals	Dev. & Impl. Spec. Actv. for Attnmnt.	Recommendations to Solve Continuity Problems
Alabama	-	X	-	-	-
Arizona	X	X	X	X	X
Arkansas	-	X	X	-	-
California	X	X	X	X	-
Connecticut	-	X	X	-	-
Delaware	-	X	-	-	-
Florida	X	X	X	X	-
Idaho	-	X	X	X	-
Illinois	-	-	X	-	-
Iowa	X	X	X	-	-
Kansas	X	-	X	-	X
Kentucky	X	-	-	-	-
Louisiana	X	-	X	X	-
Maine	X	-	-	-	-
Maryland	-	X	X	-	-
Minnesota	X	X	-	-	-
Montana	-	X	-	-	-
Nebraska	-	-	-	-	X
New Jersey	X	-	X	-	-
New York	-	X	-	-	-
North Carolina	X	X	X	X	X
Ohio	X	-	X	X	-
Oregon	X	X	-	-	-
Pennsylvania	-	X	X	X	-
South Dakota	X	X	-	-	-
Texas	X	-	X	X	-
Vermont	-	-	X	X	-
Washington	X	-	X	X	X

TEACHER EXCHANGE PROGRAMS

Several states have formal teacher exchange programs to assist in meeting the national goal for improved interstate cooperation and coordination.

Arizona Migrant Teacher Tour

Each year the Office of Migrant Child Education, Arizona Department of Education, sponsors a one week tour of migrant education institutions in another state. In 1976 and 1977 tour participants visited educational agencies in Region VI in California and Region XIII in Texas, respectively. In 1976, 14 migrant educators from Arizona participated in the tour. The tour was expanded in 1977 to include 18 Arizona participants. The general objective of the migrant educator tour is to provide Arizona teachers with an opportunity to meet with migrant educators in other states and to gain insight into recent migrant education innovations in other states. Specific objectives of the program is for State Education Agencies' personnel to:

- Share training techniques, materials, and procedures through on-site observations, and also to provide training to develop resource personnel to assist in the state educational agencies' development of future interstate and intrastate programs as funds become available. (82)

Florida-New York Teacher Exchange

The Florida-New York Teacher Exchange was designed for host and visiting teachers to share successful teaching methods, techniques, and practices, thereby increasing continuity between migrant education programs. In 1976, 22 teachers from the Florida Migratory Child Compensatory Program (FMCCP) were placed in 10 New York migrant education projects during July and August. In 1977, 29 Florida teachers were assigned to instructional positions in the New York migrant summer program. In addition, several tutors and support service personnel from the FMCCP were employed by the New York Program. This teacher exchange program was designed to achieve four fundamental objectives:

- Assist in the delivery of direct instructional and support services in cooperating states.
- Foster continuity of educational services that will result in greater benefits to Florida migrant children.
- Gain experience in the operation and implementation of educational activities conducted on a seasonal basis by local Educational Agencies in other states.
- Gain knowledge of problems encountered by migrants during their travels and how they affect the education of their children.

(83)

Texas Teacher Exchange Program

The Texas Education Agency (TEA) has developed three teacher exchange programs designed to promote interstate cooperation. These programs are: Texas Summer Project Assignment Program; Texas Content Specialist Project; and Texas Exchange Visit Project.

Texas Summer Project Assignment Program

The Texas Summer Project Assignment Program has been in operation since 1966. Each summer, selected Texas migrant educators are assigned to serve as consultants to the migrant education programs in the receiver (host) states. In 1978 twelve Texas consultants were assigned to Illinois, New York, California, Washington, Oregon, New Mexico, Colorado, Indiana, Minnesota, North Dakota, Ohio, and Nebraska. First, the consultants are responsible for informing educational personnel in the host state of the Texas Migrant Education Program. Second, they assist in staff development in host states including inservice activities. Third, they acquire information regarding migrant education programs and materials in the host state that may be utilized by the Texas Migrant Education Program. During the summer of 1977 participants in the Summer Project Assignment Program were involved in the following types of activities:

- Attended conferences and meetings concerning the host state migrant education program
- Provided suggestions and recommendations for migrant instructional personnel or demonstrated various teaching skills
- Suggested or shared ideas for the implementation of migrant programs
- Assisted in parental involvement activities or programming
- Assisted in the development of curriculum or resource guides
- Provided inservice through workshop or conference sessions
- Participated in state and local migrant program planning
- Shared materials and other resources for migrant education

(84)

Texas Content Specialist Project

The Texas Content Specialist Program provides Texas content specialist consultants to conduct workshops in other states. In 1978 six specialists performed one or two day workshops in New York, Illinois, Idaho, and at the National Migrant Conference. Responsibilities of these consultants vary; however, the duties often include (a) providing inservice presentations covering areas of expertise as scheduled through TEA in the host state's workshops and (b) providing general information about the Texas Migrant Education Program to migrant educational personnel in other states. (85)

Texas Exchange Visit Project

The Texas Exchange Visit Project involves summer excursions of Texas migrant educators to selected receiver states in order to promote interstate cooperation and coordination of migrant education projects. In 1978 educators from two Texas districts made excursions to California and educators from one Texas district visited Michigan. These organized tours are designed to visit districts in the receiver states that serve large number of homebase Texas migrants. (86)

Informal Teacher Exchange Programs

In addition to the formal interstate exchange programs, a number of local projects have recruited migrant personnel on an interstate level. Most informal teacher exchange programs involve local migrant education projects in northern or midwestern states. These projects usually recruit bilingual teachers from Texas to serve in summer-only projects.

The summer migrant education project in Imperial, Nebraska, has recruited Texas teachers from the Lower Rio Grande Valley for a number of years. The 1978 Nebraska Evaluation Report stated that migrant children benefitted greatly from the experience and expertise of these home-based teachers. The Nebraska report indicated that these experienced teachers were assigned positions to benefit the largest number of migrant children. (87)

According to the 1977 Kansas State Evaluation Report several Kansas summer migrant education projects had recruited bilingual teachers from Texas. Apparently these teachers were recruited by local projects and were not associated with state teachers exchange programs. (88)

SECONDARY CREDIT EXCHANGE

Educators generally recognize problems with interstate cooperation, coordination, and communication as the major obstacles to the effective delivery of quality educational services to children of migratory agricultural workers. The frequent mobility of migrant children disrupts the educational process and hinders instructional continuity. Specific problems often encountered by the secondary migrant student include:

Disparate course offerings between homebase and receiver schools

Incongruent state requirements for attendance and course completion

Incompatible course content and requirements

Dissimilar instructional methods and materials

Diverse state or local requirements for graduation

Time in partially completed courses is not recognized by either homebase or receiver schools

Lack of educational programs based upon the identified student needs

Inadequate counseling and guidance services

Perhaps the most innovative migrant education project--one designed to provide high school students educational continuity--is the Secondary Credit Exchange Program (SCEP). This cooperative program evolved from the efforts of one teacher in Washington who perceived the potential educational benefits to be derived from mutual coordination and cooperation of migrant educational programs. Migrant students enrolled in grades eight through twelve are eligible to participate in the program. The original program was piloted in 1970 and involved the cooperation of a Washington and a Texas school district. Since 1970 the program has expanded to include 16 Washington districts and 20 Texas districts. (89) The scope of the SCEP has rapidly expanded. Numerous school districts in several states have adopted or are planning for adoption of the program. In 1977-78 seven school districts in Ohio agreed to participate in the project. A number of LEA's in Indiana, Illinois, Minnesota, Nebraska, Wisconsin, and Arizona have recently implemented the SCEP. During the spring of 1979 Texas sponsors of the program were actively negotiating with local educators in North Dakota and Iowa in an effort to expand the SCEP to those states. (90)

The SCEP is a nationally validated program developed for migrant children and has been approved by the Joint Dissemination Review in the Education Division of the Department of Health, Education, and Welfare. Currently, the National Diffusion Network (NDN) sponsors the replication of this program in LEA's that wish to adopt or adapt the program.

Because the SCEP developed from an agreement between one Washington school district and one Texas school district, the following discussion often refers to their experience. These states have developed a number of goals for both the sender state (Texas) and the receiver state (Washington). They include:

Sender state goals:

- To identify students who will migrate interstate during the school year
- To develop a collaborative arrangement between home and exchange schools regarding credits, validation, and transfer
- To provide direct assistance to the exchange schools in the recruitment of migrant students and in the implementation of the alternative/continuation school program
- To provide assistance in the evaluation of the program's effectiveness

(91)

Receiver state goals:

- To recruit secondary migrant students who have been attending high schools in other states or areas . . . and would otherwise not re-enroll in school
- To re-enroll these students in alternative afternoon or evening classes
- To correlate the students' high school schedule with that of their homebase school
- To transfer the students' completed high school credits to their homebase school

(92)

The SCEP system involves four phases: adoption, identification, implementation, and transfer. The adoption phase involves the establishment of administrative agreements between administrators in homebase and receiver states. Administrators of the SCEP meet with LEA educational personnel to explain the organizational and operational aspects of the program. School districts interested in adoption of the program sign agreements to cooperate with other districts involved in the program. These agreements are not only indicative of a school district's commitment to the program but are useful in establishing communication lines between homebase and receiver districts. The identification phase is initiated by the homebase school district in Texas. Schools in Texas disseminate information concerning the SCEP to students. Poster explaining the program are displayed in the homebase schools. Counselors work within the school to inform migratory students of the program. The homebase recruitment staff contacts migrant families to inform them of the benefits of the program. (93)

Following the identification, recruitment and enrollment of the migrant students in the SCEP by the homebase school, each migrant student is provided with a permanent folder. This folder serves as a work record and provides an indication of academic progress and performance. Consultation between Texas educators and the migrant student results in a pre-planned, individualized educational program. This pre-planned individualized program is to be followed in both the sender and receiver schools. Texas school districts that participate in the SCEP honor credits and grades issued by the receiver state LEA's. Cooperating school districts in receiver states strive to provide course continuity for secondary migrant students. The program is designed to facilitate course completion and eventual graduation from high school of highly mobile migrant students. (94)

Prior to withdrawal from school and departure from Texas each spring, Texas schools initiate communication with participating schools in the receiver states. Administrative arrangements between home and exchange schools are organized. Communication is often by telephone although some information regarding migrant children is transmitted by mail. Information forwarded to the exchange schools includes present course schedules, course objectives, descriptions and requirements. (95)

The implementation phase of the Secondary Credit Exchange Program involves the receiver school district which develops alternative programs based on migrant student needs as suggested by data received from the homebase Texas Schools. With the arrival of Texas migrant children at their destination, the students are enrolled immediately. Educational administrators or counselors analyze and verify the migrant students' class schedules and programs. (96)

The transfer phase of the SCEP begins prior to the withdrawal of the migrant students from Washington schools and their return to Texas. Upon completion of the school term the exchange school administers post-tests to measure achievement of the migrant student. These test scores are entered on the student's record. The migrant student's regular transcript. Transcripts, grades and other pertinent information are subsequently mailed to the sender schools in Texas and to the migrant students. If necessary, the educators in Washington may consult by phone with educators in Texas regarding any special problems or concerns encountered in implementing the SCEP. (97)

The success of the SCEP is evidenced by the number of credits transferred by the Washington SCEP to LEA's in other states. In 1977-78, 459 migrant students were enrolled in 95 participating Washington school districts with 1,451 credits being earned and transferred back to the sender school district. (98)

MISCELLANEOUS INTERSTATE/INTRASTATE COOPERATION AND COORDINATION EFFORTS

A number of states apparently view interstate/intrastate cooperation and coordination responsibilities as an information dissemination task. An analysis of recent state evaluation reports indicates that in several states interstate/intrastate cooperation efforts were limited to or focused on dissemination of information regarding state programs. Many states' interstate/intrastate cooperation is apparently limited to participation in the Migrant Student Record Transfer System. A number of other states reported that interstate/intrastate cooperation and coordination was achieved through dissemination of information at regional and national conferences. For example, in 1978 Alabama reported that interstate dissemination of migrant records was achieved through the Eastern Stream Migrant Conference and the National Migrant Director's conference and through the MSRTS system. (99) The 1977 Minnesota evaluation report noted that interstate dissemination of information was achieved through participation in five regional and national conferences. (100) Efforts to promote interstate cooperation in South Carolina involved participation in MSRTS and attendance of various regional and national migrant education conferences. (101) Interstate dissemination of information in Nebraska involved distribution of a brochure entitled AND WITH THEM COME THEIR CHILDREN and participation in MSRTS. (102)

The In-Stream Nutrition Aides Program

The In-Stream Nutrition Aides Program sponsored by the Cooperative Extension Service in New York and Florida and the New York Education Department is designed to promote better nutrition for migrant children through education of migrant parents. Migrant homemakers are taught basic nutrition concepts, food buying, money management, food preparation and preservation, safe handling of food, and storage. The program is unique in that migrant homemakers are used to instruct other migrant homemakers regarding nutrition. Through a comprehensive inservice in-stream training program migrant parents are trained in the fundamentals as well as pedagogical techniques. The aides reside in Florida during the winter and spring and in New York during the summer and fall. The program is beneficial to migrant children for they receive more nutritionally balanced meals because parents are informed regarding nutrition. The program had developed a video tape instructional series on nutrition entitled "Pick and Choose." The "Pick and Choose" series was jointly produced by agencies in New York and Florida and has proven effective in providing information on basic nutrition for migrant children. (103)

Puerto Rican/Pennsylvania Migrant Cooperative Project

Efforts to coordinate migrant education projects between Puerto Rico and states with large concentrations of Puerto Rican students has resulted in the employment of a Puerto Rican liaison officer in Pennsylvania. The chief activities of the Pennsylvania/Puerto Rico Project include:

- Regular communication and follow up with Puerto Rico in relation to educational problems of Puerto Rican migrant children in Pennsylvania.
- Coordination with the Secretary of Education in Puerto Rico and other top decision-making officials about current and future coordination with Puerto Rico and Pennsylvania.
- Organization of all the Spanish communities of Pennsylvania to help in the recruitment and identification process of the Pennsylvania Migrant Program.
- Representing the Pennsylvania Migrant Program on the local Spanish Center's Board of Directors, the Pennsylvania Council of Farmworkers, National Parent Advisory Committee, Human Relations Committee of Millersville State College, Pennsylvania Department of Education Project 81, E.S.L. Committee of Millersville State College, and other conferences and workshops.
- Presenting different workshops and training decisions about migrant education and the Puerto Rican culture. (104)

Recently, the Puerto Rican liaison officer has served mainly as a resource person and assists the teachers in obtaining information, materials, and curriculum relating to Puerto Rico. The Puerto Rican liaison officer has been involved in working directly with Pennsylvania teachers and in conducting workshops for migrant education personnel in Pennsylvania. (105)

Regional Organization

In the upper Midwest the Central Stream Migrant Education Consortium (CSMEC) was organized to cooperatively plan and implement migrant education programs. The consortium is composed of Minnesota, Wisconsin, Illinois, Indiana, Ohio, and Michigan. The CSMEC has considered such problems as curriculum, evaluation, and recruitment. Consortium members have also been concerned with legislation and regulation concerning migrant children. Consortium membership is composed chiefly of State Education Agency personnel although personnel for LEA's and parental representatives frequently attend workshops and migrant education conferences. Existing plans call for enlargement of the consortium to include other Central Stream states. (106)

Interstate Migrant Head-Start Programs

Two interstate migrant Head-Start projects have been in operation for a number of years. Little similarity exists in the organization and operation of these two interstate projects although the basic objectives of these programs are similar. These two projects are (a) the East Coast Migrant Council's Head-Start project and (b) the Texas Migrant Council's Head-Start project.

The East Coast Migrant Council's Head-Start Project is homebased in Orlando, Florida, and served about 1,500 migrant children in Florida and the Eastern Stream receiver states in 1978. Educational and support services are provided to migrant children to age six. The goals of this interstate project are:

> To provide day-care services for migrant children in Florida and the receiver states, and
>
> To promote educational and support service continuity for interstate migrant children.
>
> (107)

The Texas Migrant Council's Mobile Head-Start Program is headquartered in Laredo, Texas. The project was described on pages 20-21.

MIGRANT STUDENT RECORD TRANSFER SYSTEM

For educational institutions, the proper maintenance of adequate student records is a major problem. When students are migratory, record keeping and record exchange among the schools serving the students becomes a complicated matter. The development of a system to facilitate the exchange of student data was addressed in the national goals as follows:

- Develop in each program a component of intrastate and interstate communications for exchange of student records, methods, concepts and materials to assure that sequence and continuity will be an inherent part of the migrant child's total education program.

Methods, concepts, and materials are exchanged as a matter of course in local, regional, state, and national workshops, conferences, and conventions. The personal contacts made at such gatherings lead to correspondence and communication over great distances. The most difficult part of this goal is the development of a system for the exchange of student records--the Migrant Student Record Transfer System (MSRTS). To a great extent, the ultimate success of the migrant education program depends on the perfection of the MSRTS.

MSRTS consists of three major elements: the schools, the communication network, and the central depository. The local school produces the records on the migrant students. As the student takes tests, is served by medical personnel, etc., the records are updated. When the student migrates, the teacher, school nurse, counselor, and other personnel must complete the student records and give them to the MSRTS Clerk to be transmitted. The MSRTS Clerk checks the data and sends it to one of the 130 teletype terminals in the MSRTS network. The terminal operator in turn transmits the student data to the central depository located in Little Rock, Arkansas. All the records are stored in the central computer. (108)

When the migratory student enrolls in a second school, the designated personnel of the receiving school request the records through the terminal operator who serves the school. The records are immediately transmitted to the local terminal by teletype and sent to the receiving school. (109) In theory, the complete record transfer is made quickly, accurately, and consistently. The practice, however, involves humans who tend to be slow, inaccurate, and inconsistent.

All states with Title I Migrant Programs participate in MSRTS. The degree of commitment to the system appears to vary greatly among states as well as within states. A few states seem dedicated to the successful operation of the system; they have established specific objectives and have implemented the concomitant activities. Other states have stated goals which may be achieved with minimal participation in the system. Only 26 states report MSRTS training sessions for migrant education personnel. Table 2.6 provides details.

Three states which provided substantial documentation of MSRTS are Arizona, Pennsylvania, and Washington.

Arizona has formulated two objectives related to MSRTS:

- To comply and participate fully with the Migrant Student Record Transfer System;
- To provide inservice training for all project school personnel involved with information to be included in the MSRTS. (110)

The Arizona State Plan provides for four specific activities to meet these goals:

- The Arizona Migrant Child Program shall allocate funds to establish and maintain three statewide terminals to receive enrollment, update, and withdrawal information on all eligible migrant pupils from the project schools for transmittal to the computer in Little Rock, Arkansas.
- The Arizona Migrant Child Program shall allocate funds to each project school so that it can identify and enroll all eligible migrant children into the MSRTS; also to update and withdraw the migrant pupils at the proper time. Each project school will gather enrollment, educational and health data on every migrant pupil for transmittal to their area terminal operator.
- Periodic inservice training for all project school personnel involved with information to be included in the MSRTS will be provided. Each terminal operator will be responsible for training of personnel from his/her area.

TABLE 2.6
MIGRANT STUDENT RECORD TRANSFER SYSTEM

STATE	Stated Goals	Defined Activities	Personnel Training
Alabama	-	-	X
Arizona	X	X	X
Arkansas	X	-	-
California	X	X	X
Colorado	-	-	X
Delaware	-	-	X
Florida	X	X	X
Georgia	X	-	-
Idaho	X	X	X
Illinois	-	-	X
Indiana	-	-	X
Iowa	X	X	X
Kansas	X	-	-
Louisiana	-	-	X
Maine	X	X	X
Maryland	X	X	X
Missouri	X	-	X
Nebraska	-	-	X
New Jersey	X	X	X
New Mexico	X	X	X
New York	-	-	X
North Carolina	X	X	X
Oklahoma	-	-	X
Pennsylvania	X	X	X
Tennessee	-	-	X
Texas	X	X	-
Utah	-	-	X
Vermont	X	X	X
Washington	X	X	X
Wisconsin	-	-	X

- The Arizona Migrant Child Program will provide the opportunity annually to a maximum of eight record clerks from project schools, terminal operators and state personnel to attend inservice workshops on the Migrant Student Record Transfer System held in Little Rock, Arkansas. (111)

The Pennsylvania 1979 Application for funding indicated that nine specific MSRTS objectives have been formulated. In order to achieve those objectives seven specific activities have been designed. These detailed objectives and activities provide a very comprehensive plan to achieve maximum benefits from MSRTS. The Pennsylvania MSRTS objectives are:

- Enroll every identified migrant child on the MSRTS.

- Maintain and update the transfer form to insure accurate school enrollment in both summer and regular school year programs.
- Coordinate MSRTS activities between local project sites and the computer terminal to insure the delivery of MSRTS forms for newly enrolled children within five (5) days.
- Coordinate MSRTS activities between local project sites and the computer terminal to insure the delivery of MSRTS forms for provisional children within seven (7) days.
- Insure proper utilization of MSRTS.
- Disseminate information to schools enrolling migrant children.
- Gather students' educational achievement and health records from the schools.
- Distribute reports emanating from Little Rock to appropriate school personnel in districts enrolling children served by the Migrant Education Program.
- Promote and assist in facilitating the correlation of all services provided migrant children through intra and interstate communications. (112)

The Pennsylvania MSRTS activities that were developed to achieve these goals are:

- The MSRTS coordinator will supervise and monitor all activities at the computer terminal to insure the delivery of all MSRTS forms at the appropriate times.
- The information from Little Rock will be mailed to all local projects along with instructions for their use.
- Periodic meetings will be held in order to inform all concerned personnel about the ulilization of all PEUR Reports, Grade/Age Reports, Activity Reports, and ISEM Reports for the benefit of the migrant child.
- There will be communication via telephone or correspondence with terminal operator when the MSRTS records have not been received within the specified time frame.
- For intrastate migrant children, the records specialist/recruiter will notify via telephone or correspondence other local project personnel when children are moving into that site.
- For interstate migrant children the MSRTS coordinator will notify, via telephone or correspondence other state directors when and where children are moving into their state.
- The MSRTS coordinator will in-service teachers, records, personnel/recruiters and the terminal operator on the effective use of the system. (113)

The Washington Migrant Education personnel wrote annual objectives that are measurable. In 1978, five specific MSRTS objectives were established. These objectives were:

- By September 30, 1978, all of the identified migrant children enrolled in school year 1977-78 will be enrolled in the MSRTS. This shall be evidenced by the end of the year report.
- To increase proper utilization of the MSRTS, 50% of the migrant funded teachers, teacher aides, record clerks, nurses, and administrators working in the Migrant Education Program will receive at least two hours of in-service training by September 30, 1978. This shall be evidenced by a list of participants attending in-service training.
- In an effort to promote continuity of education 80% of the school users will encode information on the MSRTS record by September 30, 1978. This shall be evidenced by data recorded on the students' transfer forms. (114)

An examination of data presented in the 1978 Evaluation Report indicates that each of these objectives was fully met. (115)

An additional 15 states have formulated goals related to MSRTS. In general, these goals can be achieved with minimum effort. Since "data entered on the MSRTS determine the federal allocation for migrant education programs in each state" (116) minimum effort is entering student records. Several states propose only to cooperate in the interstate exchange of student records through the Migrant Student Record Transfer System. Some evaluation reports note that LEA's participated in the system by submitting a number of student records.

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CHAPTER THREE:
VISITING SCHOOL PROGRAMS

The research effort undertaken by the Ben Bolt-Palito Blanco Independent School District personnel was to identify common educational needs among migrant students in a cross section of South Texas school districts based on student profiles; to analyze current educational programs of the districts to determine which student needs were being met and through which level of intervention; and to determine strategies to meet the migrant student's needs through programmatic revisions. The school districts proposed in the work statement included:

- Ben Bolt itself; a small rural district with a stable migrant population moving into, and then settling in, the district and
- Falfurrias and San Diego school districts, who will operate Title I Migrant projects for the first time this next fall [1978] because of the influx of migrant families coming to the area to clear pasture land for large scale farming.
- Alice, a larger school district which has operated a Title I Migrant program since that program's inception.
- Up to four school districts in the lower valley who have a high percentage of intrastate and interstate migrant families who follow the crops every year. These will most probably be in Cameron, Willacy, and Hidalgo Counties--the densest concentration of migrant families in the state.

It was proposed that common educational needs of migrant students who have dropped out or graduated in the last three years would be determined by a study of student data. Telephone interviews were held with district administrators, all of whom stated that aggregate data were not available. Since individual student records are confidential, it was decided that an identification of migrant students' educational needs would be based upon the school district's migrant program application and annual evaluation report submitted to the Texas Education Agency. Letters requesting this information were mailed to a number of school districts in South Texas. The following Independent School Districts (ISD) responded by providing information:

Alice ISD
Ben Bolt-Palito Blanco ISD
Brownsville ISD
Eagle Pass ISD
Edcouch-Elsa ISD
Edinburg Consolidated ISD
La Villa ISD
Pharr-San Juan-Alamo ISD
San Benito Consolidated ISD
San Diego ISD

Telephone or on-site visits were conducted with key personnel, (i.e., migrant program directors, evaluators, or teachers) to gather further data concerning student educational needs, program responses, and proposed programmatic revisions. The annual reports of the Texas statewide migrant program effort were utilized for comparison and analysis. The reports since the 1971 school year were made available by the Texas Education Agency, Division of Compensatory and Migrant Education.

Migrant programs offered by Texas school districts are designed to provide supplementary educational and support services to meet the special needs of migrant students. The supplementary activities are required by the Texas Education Agency to be "coordinated and correlated with the regular school program" and "address the basic skill needs of the students as well as enriching and furthering the unique experiences and talents of migrant children." (1)

The Texas Education Agency requires that school districts utilize the state's accreditation model which includes four basic steps: (a) establishing district-wide educational goals, (b) conducting a self study of student needs and program analysis, (c) building a five-year plan to strengthen the program and improve achievement in target areas, and (d) implementing, evaluating, and updating the five-year plan. (2) Another major area of needs assessment is to compare the status of actual student performance or attainment with the expected goals. Most school districts compare migrant student performance to the national norm or to the performance of the non-migrant population based on standardized tests or locally developed skill inventories.

Most of the school districts whose migrant proposal was received complied with the Texas Education Agency directive to develop the migrant program with the accreditation-model process. All districts utilized input from migrant parents and school personnel through various processes, e.g., smaller school districts can gather information through conversations between community aides and parents in addition to Parent Advisory Council (PAC) meetings.

DISTRICT DESCRIPTIONS

ALICE INDEPENDENT SCHOOL DISTRICT

Alice ISD, located in Jim Wells County, served 704 migrant students in the school year 1977-78. Of this total approximately 656 students were classified as currently migratory. All but six of the students were Hispanic. The district's total student population was 6,233 students during the school year. (3)

The district is composed of seven elementary schools for grades Kindergarten through Five; two middle schools for grades Six and Seven; one junior high for grades Eight and Nine; and one high school for grades Ten through Twelve. (4)

An estimated 77 to 80% of the student population is Spanish-speaking. The migrant population tends to complete the entire school year before leaving to work around the Muleshoe and Amarillo, Texas, area. (5)

Alice identified the educational needs of its migrant population for the 1977-78 migrant proposal through the utilization of three elements: (a) district-wide prioritized goals, (b) input from parents, teachers, students, and community residents, and (c) test scores of students.

Nineteen goals were established as part of the school accreditation plan process. A committee of 21 people from the school and community wrote the goals. The following year the goals were presented to 325 teachers, 287 high school seniors and 342 members of various civic groups. From the 981 responses, Reading was ranked as the highest priority need. SRA Achievement Test scores further supported the priority for they indicated migrant students were scoring significantly below grade level. (6)

Parental involvement on the part of migrant parents through campus Parental Advisory Councils and the District-wide PAC is the other element of the district's process. There are 11 campuses within the district and each has a Title I Migrant PAC which meets four times a year. Selected members from each campus make up the district-wide PAC. Student performance data, district perceived priorities, and proposed components of the migrant program are among the discussions of the campus meetings. These sessions are conducted by the migrant director, federal programs director, and/or counselor (1978-79 school year). Parents are asked to review data and make recommendations or approve the proposal as presented. The same process is utilized as the district-wide PAC holds its sessions. Migrant parents assist with the program implementation through these meetings in addition to dealing with the development of curriculum materials, and getting training to observe classroom activities for evaluative purposes. (7)

BEN BOLT-PALITO BLANCO INDEPENDENT SCHOOL DISTRICT

Ben Bolt-Palito Blanco ISD, also located in Jim Wells County, has offered a migrant program since 1976. During the 1977-78 school year a total of 45 migrant students were identified and 41 were served. Of this total, 36 were identified as currently migratory. All of these students were Hispanic. (8)

The goals of the migrant program in Ben Bolt-Palito Blanco "are in keeping with" those of the district's attempt to meet the accreditation requirements. The development of the program gives consideration to such factors as the low educational background of student and parent, economics of the migrant families, home environment, and health conditions of all migrant students and their parents. (9)

As a relatively small school district, the administration relies on the observation of school personnel as part of the needs assessment process. A school nurse and MSRTS Clerk/Community Aide provided information concerning students' health and clothing needs as well as social necessities. Referrals are a great part of the district responses. Teacher observation and input from parents through PAC meetings or conversation with superintendent, principal, community aide, or teacher have served as one major element in needs assessment. Test scores on the Stanford Achievement Test support the recommendations of parents, teachers, and aides. (10)

BROWNSVILLE INDEPENDENT SCHOOL DISTRICT

Brownsville ISD is located in Cameron County. During the 1977-78 school year, 1,944 Hispanic migrant students participated in the migrant program. (11) The total student enrollment for this period was 19,372, making the migrant population 10% of the student body. (12)

The district consists of 16 elementary campuses, four campuses for grades Seven and Eight, and three high school campuses. (13)

The Brownsville documents did not describe the process used to identify the migrant students' educational needs.

EAGLE PASS INDEPENDENT SCHOOL DISTRICT

Eagle Pass ISD is located in Maverick County on the Texas-Mexico border. For the 1977-78 school year, the Eagle Pass migrant program involved 3,525 migrant students. The majority of the students were Hispanic; a small percentage were Kickapoo Indians. (14)

Ninety-five percent of the total population are from Spanish-speaking households; the mean income for families in Maverick County is $4,510 but only $3,906 for a Mexican American family. (15)

The school district has one high school (grades Nine through Twelve) and one junior high school (grades Seven and Eight). The seven elementary schools serve the Pre-Kindergarten through Sixth grade students. (16)

Eagle Pass assesses the migrant students' educational needs on a yearly basis through input from parents either through PAC or PTA meetings. PAC members are given a summary of the proposed migrant program and asked to write their opinions for documentation purposes. There are 11 campus PAC's which for the 1978-79 school year were required to meet once a month. Low attendance has led to a decision to meet four times a year for 1979-80. (17) The migrant program director seeks recommendations from campus principals, counselors and teachers for the project development, however PAC members must approve the program design.

EDCOUCH-ELSA INDEPENDENT SCHOOL DISTRICT

Edcouch-Elsa ISD is in Hidalgo County. During the 1977-78 school year, 1,317 Hispanic students participated in the district's migrant program. The total enrollment for the district that year was 3,319 students (18); 40% of the enrollment was migratory.

The district is composed of four schools: one elementary school for grades Pre-Kindergarten through Two; another elementary school for grades Three and Four; an intermediate school for grades Five through Eight, and the high school for grades Nine through Twelve. (19)

Students from grades 9-12 living in La Villa and Monte Alto attend school in Edcouch-Elsa. Migrant students usually leave in April to go to Michigan and Ohio, where they frequently do not enroll in school. (20)

Edcouch-Elsa needs assessment inputs ranged from teachers, counseling records, community surveys, and test scores, to data collected by outside consultants. (21)

EDINBURG CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

Edinburg CISD, in Hidalgo County, is sixteen miles from the Mexican border. The district, one of the largest in area in Texas, consists of 945 square miles of farm and ranch land. (22) Total student enrollment for Edinburg is 10,727 students; of this enrollment 3,300 or 31% of the total are eligible migrant students. (23) A total of 2,360 students participated in the migrant program for school year 1977-78. All but three of these students were Hispanic. (24)

Migrant students from Edinburg leave in April or May for West Texas, Michigan, California, Idaho, Washington, Ohio, and Iowa. They usually return in September but may not return until as late as January. (25)

Of the migrant population, 6% of the secondary population drops out before graduation; 67% are performing below grade level and 33% are performing at or above grade level. (26) Edinburg CISD is composed of 12 elementary schools, two junior highs and one high school.

Edinburg recognized that "all needs should be determined on the basis of scientific data, i.e., test results" in order to result in a "sound and viable planning process." (27) The planning process was initiated by the Superintendent of the district who directed the Superintendent's Instructional Team (SIT) to assess student needs, test results and curriculum offerings for program direction. Members of SIT involved the Director of Compensatory Education, the Curriculum Director, program directors, evaluators and supervisors of various programs. Input and advice came from:

- Students who participated in the High School Tutorial Program.
- Teachers and teacher aides who worked in the various programs. They made a needs assessment of each student served and of the program they were a part of.
- Parents of students through the various campus and District-Wide parent advisory committees.
- External educational consultants who assisted in staff inservice activities and revision of the curriculum.

(28)

Results and suggestions then sent through the Superintendent's Administrative Team (SAT) which consists of seven directors who work directly under the Superintendent. Next it went to the Superintendent's Management Council (SMC) which is composed of program coordinators (Directors), members of SAT and field personnel (principals and assistant principals). "After all of these steps had taken place, S.I.T. members met with the Superintendent to make necessary changes and redirect program efforts. This last step yielded the conclusions as to Program needs for migrants and prioritizing of such needs" for each program component. (29)

LA VILLA INDEPENDENT SCHOOL DISTRICT

La Villa ISD, like Edinburg, is located in Hidalgo County. The per capita income for this largely agricultural and citrus-producing county is the lowest in the nation for a Standard Metropolitan Area: $2,557.

La Villa is a single campus district with 648 students in grades Pre-Kindergarten through Eight for the 1978-79 school year. A total of 554 students were identified under the low income classification (30); 487 of these students were Hispanic migrants (75% of the total student population). (31) Of the 487 migrant students, 404 are currently migratory and 83 are five-year migrants. (32)

Most of the migrant students in La Villa school district leave in April for Michigan or Ohio and return in October or November. The area offers little in diversified employment. Other than field labor, a sugar mill provides some employment. (33)

To determine student needs, La Villa utilizes direct communication between school personnel and migrant families and test scores. All of the program goals are in line with those required by the Texas Education Agency. The Federal Program Director surveyed teachers and aides for priorities in the education program (34) and reached parents through community meetings and the feedback from community aides following home visits. The district-wide PAC consists of four migrant parents and four parents who meet the Title I regular requirements. (35)

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Pharr-San Juan-Alamo ISD, also located in Hidalgo County, serves three small communities: Pharr has a population of 16,200; Alamo and San Juan have approximately 5000 inhabitants each. Ethnic representation is 92% Mexican American, 17% Anglo and 1% other minorities [sic]. (36)

There are 16 campuses in the district: 13 elementary, two junior high, and one high school. (37)

During the 1977-78 school year, 5,463 Mexican American migrant students were served (38) out of a total student enrollment of 12,689 (87% Mexican American, 12% Anglo and 1% other). (39)

The planning process for the migrant program at Pharr-San Juan-Alamo was initiated by the superintendent who appointed an instructional Task Force. The Task Force had the responsibility of assessing migrant student needs, test scores, and curriculum offerings for possible redirection of the federal program. (40) The Task Force was composed of principals, teachers from all grade levels, parents, students, instructional coordinators, representatives from civic groups, and external educational consultants.

At least two forms of data gathering were employed: (a) survey of parents' perceived needs for their children and (b) a questionnaire/survey of teachers/recommendations on migrant students' educational needs, and their comments and suggestions on the program structure. Test data from the Stanford Achievement Test for both reading and mathematics indicated poor performance by the migrant students and was used for guiding program development. (41)

SAN BENITO CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

The San Benito CISD is located in Cameron County. Peak enrollment for San Benito in December of 1977 was 6,638; of the 2,116 migrant students that were served during the 1977-78 school year, all but 10 were Hispanic. (42) The student body is largely Mexican American whose home language is Spanish. Cameron County, like others of the Rio Grande Valley, is largely farm and ranch land.

The district is composed of one high school (grades 9 through 12), one junior high school (grades 7 and 8); students from Kindergarten through Grade 6 are served by six elementary schools and three schools with Grades 1-6 and one special education school which is ungraded. (43)

Priority educational needs for migrant students at San Benito grew out of the district-wide goals finalized in 1973 following a two-year school and community self-study and review of student performance on standardized tests. The original study group involved teachers, students, five principals, and 100 members from the community. Of these individuals, 100 were selected randomly to prioritize district goals. (44)

Migrant students' educational needs were determined through input from the district wide PAC and campus PAC's, other parents, community representatives and school administrative personnel. In the spring of 1977, test scores of migrant students throughout the district were stratified based on these two ways of ranking student needs; the district identified seven priority educational and service areas. (45)

SAN DIEGO INDEPENDENT SCHOOL DISTRICT

San Diego ISD is located in Duval and Jim Wells Counties (principally in Duval County). During the 1977-78 school year, 234 Hispanic students participated in the migrant program. The total student population was 1,625. (46)

The district is composed of three schools: a primary school for grades Pre-Kindergarten through Three; an elementary school for grades Four through Six; and a secondary school for grades Seven through Twelve. (47)

San Diego established goals for its total student body based on priorities set by the State Board of Education, the district Self Evaluation Study, and a community survey written to comply with the Five-Year Accreditation Plan. Teachers and administrators identified educational problem areas, while the community survey sent to migrant parents elicited their opinions concerning areas of education they felt necessary for their children. The district presented test data information to parents and sought approval for several program components based on those test scores. As part of the accreditation process, goals and objectives were refined as teams of personnel, community representatives, students and school board members reviewed the data. A public hearing finalized the accreditation process. (48)

Parental Advisory Councils continue to provide feedback data specific to the migrant population to be infused into the total district plan. During the PAC meetings, the district migrant personnel explain the educational program to parents, detail eligibility criteria and regulations, and encourage parental involvement in district activities. A maximum of 10 parents make up each campus council. The councils review the migrant proposals for changes and additions during PAC meetings. (49)

PROGRAM DESCRIPTIONS

Although migrant students' educational needs are officially determined at the local level, the programs seem to be influenced greatly by goals set at higher levels. The national goals of Migrant Education have often been adopted without substantive changes by the states, including Texas. These goals are passed on to the local districts through publications and technical assistance. Thus,some versions of the national goals are often the basis of the local needs assessment instruments, especially in larger districts, and are confirmed in the needs analysis processes described above. The programs (or components--these terms seem to be used interchangeably) are most often directed toward achieving the goals rather than meeting identified student needs. This becomes quite obvious in a few cases; for example, one Oral Language Development component was to be evaluated on the basis of standardized test scores in Reading. The discussion of the programs therefore most easily organized by grouping them according to the national goal addressed.

COMMUNICATION SKILLS AND ACADEMIC DISCIPLINES (NATIONAL GOALS 1 AND 3)

Communication Skills

The review of the migrant programs of 10 school districts revealed 56 components were aimed at improving communication skills and academic achievement for migrant students through a variety of approaches and program designs. Equally varied were the processes for student evaluation.

Specifically, the 56 components were designed to impact on the following:

	No. of Components*
Language Arts (English, reading, composition, oral language development)	44
Mathematics	18
Overall Performance/On grade level	8
Promotion/Receive course credit/pass courses/electives	6
Counseling impacting on educational aspirations and needs	4
Library skills and desire to read	2
Reading in Spanish and English	1

*Some components address several student needs.

Eight persons who either coordinate the development of a school district's migrant program, evaluate the program, or supervise some aspect of the program, ranked Reading as one of three priority needs for the migrant student. Three others stated Oral Language Skills and Mathematics Skills were important to the migrant student's educational needs.

Three components from two school districts (Edinburg and La Villa) addressed oral language development. Two of the components called for the use of teacher aides assisting the instructional staff in individualized instruction for Grades K-1. The child's dominant language was used to enhance the learning process and to ensure functional fluency in oral Spanish and English prior to instruction in either language. Oral language gains by students were measured through the ROCK, ROLL, the Fountain Valley test, (50) and a locally developed test in the Edinburg Consolidated Independent School District. Bilingual curricula were utilized by both districts. La Villa developed an Oral Language Lab and continued the activities into the summer with its Summer Program. (51) Edinburg sought to develop oral language skills of kindergarten and first grade students through instructional support from instructional aides. (52)

Forty-five of the 110 components/programs reported by the 10 school districts addressed migrant students' language needs; included are Reading, English, and Communication Skills in both English and Spanish. Similarities among component design and instructional approach exist among a number of districts. The most evident flaw in components is the writing of objectives and evaluation procedures which are incompatible and unrealistic. Two school districts, for example, implemented communication skills components but evaluated reading. Other school districts set objectives that ranged between 0.0 months and 1.0 grade equivalent per month of instruction. Other districts set out to raise student achievement/performance in Reading through parental involvement. One attempted to improve language skills by the coordination of the activities of the Physical Education teacher and the classroom teacher; the district acknowledged the efforts could not be combined.

Many of the programs were implemented and managed so that students experienced success. Alice's remedial reading component for Grades 1-12 involved 45 to 55 minutes of supplemental instruction. Students in Grades 9-12 were able to receive local credit through the diagnostic and prescriptive individualized reading effort. Although the district experienced difficulty with scheduling students and establishing a first-time management system for the reading component in which migrant and regular teachers worked cooperatively to identify the student's instructional and work level, monthly gains ranged from a low of .6 months and were as high as 1.1 month (for Grade 10). (53)

Brownsville implemented five components to improve reading performance and one component for high school students, grades 9-12, which would assist with earning credits for English. Those impacting on reading utilized a number of approaches: i.e., after-school tutoring for 100 days in Grades 1-6; encouraging reading and use of the library with a component entitled "Library Services;" a "Diagnostic and Prescriptive Reading Program;" the use of instructional aides in the regular classroom; and 20 minutes of reading instruction with a computer. The components/programs required coordination of the migrant personnel with the regular teachers. (54)

Eagle Pass' Teacher Aide Component placed instructional aides in Kindergarten classes and in 7th and 8th Grade classes. The aides worked on skill development with small groups of students. Additional reading instruction was provided for migrant students in Grades 3-6 through a Summer Program in which student evaluation was conducted by teacher-made tests and observation. (55) The basic reading skills of students in Grades 7-8 were addressed only by San Diego's "Summer Instruction (Reading/Language Arts)" component. (56)

Edcouch-Elsa provided for the reading needs of migrant students K-10 with five components, all of which were individualized. The "Oral Language Laboratory Program" evaluated reading rather than oral language development. In another program, the district hired elementary resource teachers to assist the regular foundation teacher for forty-five minutes daily. A management skills continuum was maintained in all five components. (57) Edinburg's "Reading Resource Program" was structured in similar fashion: i.e., screening of students' needs, placement into a program and skill development with emphasis on the oral language approach to teaching phonetic analysis, vocabulary, comprehension and study skills. (58) A bilingual-bicultural approach was utilized by both districts.

Edinburg also developed and implemented a student-tutor program in which students received 45 minutes of instruction from a migrant tutor. A special duty teacher coordinated the program with the counselor. (59) Pharr-San Juan-Alamo's tutorial program for reading involved teachers and student tutors working after school in "barrio" Neighborhood Study Centers. (60)

Other instructional approaches utilized by Pharr-San Juan-Alamo involved teaming teacher aides with regular foundation teachers, and migrant teachers with the foundation teacher in the regular classroom for group and individualized activities. Teacher aides also worked with Kindergarten students in skill development in speaking and comprehending English. (61) San Diego's Reading Readiness Skills component addressed the reading comprehension and language development needs of Grades K-3. (62)

Placing resource teachers and teacher aides in the regular classroom was also the approach of San Benito in the "English Language Arts - Secondary" component for individualized or small group instruction. Emphasis was on skill development in effective English usage, listening, speaking, reading, and writing. (63) A similar objective was set by San Diego in its Remedial Reading component, Grades 4-6. (64)

"Communication Skills - Bilingual" in San Benito for Kindergarten and First Grade was another component evaluated with a student's performance on the reading sub-test of the Comprehensive Test of Basic Skills and percentile ranking in language and reading by the Metropolitan Achievement Test, Primer Level. The objective was to teach bilingual communication skills which would contribute to reading improvement for children of limited English-speaking ability. (65)

Mathematics

Twenty components were designed and implemented to improve student performance in mathematics. Components were structured as:

labs;
resource/supplemental assistance;
tutorial programs;
summer programs;
computer instruction; and
counseling.

Individualized instruction was offered in periods ranging from 10 minutes (the computer program) to 45 minutes through personnel grouped as follows: aides with teachers, migrant student tutors with teachers, and team teaching of migrant personnel with regular foundation teachers. Fourteen of the programs sought to improve migrant student performance on the average of one month per month of instruction.

Pharr-San Juan-Alamo, as an example, offered the following six components in the mathematics area to serve the following grade levels:

Component	Grades
Migrant Elementary Team Teaching	1, 3-5
Migrant Teacher Aide Program	1-6
Migrant Neighborhood Tutorial Services	1-6
Migrant Mathematics Instruction	4-6
Migrant Junior High Team Teaching	7-8
Migrant Summer School Program Instructional	1-5

The overlap of services to students in Grades 1-5 is obvious and should be considered in program planning and management. (66)

One program, "High School Migrant Teachers" in Brownsville was structured so that two migrant teachers in each high school provided individualized instruction to groups of eight to ten migrant students. Quarter credits could be attained with the migrant teachers, regular teachers, and administrators working out the requirements. Basically the program required completion of all major assignments, passing the six-weeks exam, or equivalent, and completion of all class time except one week. (67)

The Computer Assisted Instruction (CAI), also in Brownsville, involved a curriculum divided into strands in Spanish and English. The program served Grades 3-6. (68) San Benito's CAI Mathematics involved 10 minutes daily of instruction after placement in the program based on sub-test scores on the Comprehensive Test of Basic Skills. (69)

The Counseling Program in Edinburg's Migrant Program was designed for K-12, but the directive of the math concentration was for Grades 2-8. The counselor held group sessions on identifying learning handicaps and problems; working on student self-concept and feelings of adequacy; and working with the potential dropout. Sessions were to contribute to improvement of math performance.

Also impacting on other subject areas or the increased capabilities of the migrant to function on level with his potential were three types of components: (a) enrichment/resource programs, (b) counseling efforts, and (c) tutorial programs. The objectives involved:

> assisting the migrant student in other subject areas (science, social studies, biology);
> improving the migrant student's overall grade point average or performance;
> helping the migrant student to pass a course; and
> changing the migrant student's attitude toward school in order to:
> - facilitate planning of the educational program;
> - encourage participation in post-secondary education; and
> - foster involvement in extracurricular activities.
>
> (70)

PRESCHOOL (NATIONAL GOAL 2)

Texas preschool migrant programs are geared to provide experiences for psychological and social development that will prepare the migrant student to function successfully. Six of the 10 school districts reviewed provided preschool programs. These are some of their additional objectives:

> Development of visual, auditory, motor, language, and problem-solving skills
> Increase of orientation to school
> Increase attention span
> Develop positive attitude toward school and self
> Improve cognitive and sensory perceptual skills
> Improve English skills
> Learn about self and others/social relationship

All six of the school districts utilized the state adopted bilingual-bicultural curriculum developed by the Southwest Educational Development Laboratories. Classes involved small group instruction, usually with teacher and teacher aide structure.

Use of Spanish was part of the instructional approach, however none of the districts set an objective of equal development of both English and Spanish. San Diego, which administered the Pictorial Test of Bilingualism and Language Dominance as a pre- and post-test measure, reported students still to be Spanish-dominant at the end of the school year, however there had been an increased use of English. (71)

A large majority of the students were mastering the skills units in motor development, language development, recall, visual and auditory discrimination.

CULTURAL UNDERSTANDING (NATIONAL GOAL 6)

The sixth national goal recommends the implementation of programs, utilizing every available federal, state, and local resource, to improve mutual understanding and appreciation of cultural differences among children.

La Villa's Migrant Reading and Four-Year Old Programs utilized bilingual materials purchased with funding from other sources. La Villa teachers also have participated in staff development funded from other sources. However, little is pointed out in district applications which addresses coordination of funding in the manner recommended in the national goal. (72)

Brownsville did develop and implement three components which built on cultural awareness. An art instructor was funded to help children gain insight into--and identify with--art, and address the cultural history of art. (73) The art classes were not attended by many students because of conflicts with the "block reading time" scheduled for two hours. (74) The Bilingual-Bicultural Music component, also implemented in the summer program, sought to develop oral language, motivation, and learning simultaneously through music dealing with the culture and lifestyles of other communities. (75) A locally-developed checklist was proposed to measure the acquisition of music skills, however this list was never completed. (76) Finally, the district addressed the migrant child's "cultural disadvantageness" as lack of educational travel and in order to enhance the child's classroom interaction scheduled field trips in the surrounding community. (77) Trips to the area mall, hospital, community play, zoo, McDonald's and Sambo's were taken. The objectives of the component called for affording the opportunity to expand their cultural background as evidenced by 11 field trips. (78) "Afford the opportunity" can be evaluated, as the district did, by taking a head count of the number of students taking trips.

EXCHANGE OF STUDENT DATA BASE (NATIONAL GOAL 7)

Another of the National Goals for Migrant Education calls for the development in "each program a component of intrastate and interstate communications for exchange of student records, methods, concepts and materials to assure that sequence and continuity will be an inherent part of the migrant child's total education program."

The MSRTS/Identification/Recruitment Component is required of all LEA applicants by the State Migrant Office. The state agency migrant application has established three major objectives, with timelines to be set by the district. The objectives are: (a) the transfer of eligibility forms for migrant students in the district to the Education Service Center terminal sites; (b) initial update of medical and instructional information to the terminal; and (c) all records for migrant students including update and withdrawal information sent to the terminal site at the end of the school year. (79)

Districts can apply for migrant funds to hire an MSRTS clerk and recruitment aide for employment on a 10 or 12 month basis. Inservice for such personnel through the terminal site is required by the migrant office. In the school year 1977-78, districts were given until July 15, 1977, to send personnel to indepth inservice. (80) Clerk and aide work hand-in-hand to develop and maintain an accurate list of eligible migrant students in the school district, keep data on instructional and medical needs of students, and inform the data base in Little Rock as well as campus personnel (migrant teacher, regular teacher and migrant program director) through proper routing of forms.

Some of the larger districts, such as Eagle Pass and Edcouch-Elsa, hire both clerks and recruitment aides. Smaller districts, such as La Villa, Ben Bolt-Palito Blanco, and San Diego, combine the responsibilities of the two in one position. San Benito utilizes parental involvement aides rather than recruitment aides.

Two of the eight people interviewed stated that there is little use of the MSRTS form because of "the confusion" it causes and the time required to fill in the data requested. They observed that teachers do not use the data on the forms because they have been able to "divorce" themselves from having to fill out the instructional data section since the responsibility now lies with the clerk. One director, however, was going to require that teachers fill out the MSRTS forms for school year 1979-80. (81) In contrast, one of the small rural school districts utilized the interest area section of the MSRTS forms to construct classroom activities and materials. (82)

Completion of eligibility forms and transmittal to the terminal site had different dates of completion for many of the school districts. San Benito, with 2,116 migrant students set July 1, 1977, as its date of transmitting the data. (83) Ben Bolt-Palito Blanco, Eagle Pass, San Diego and Pharr-San Juan-Alamo attempt to complete the objective by December. (84) Edcouch-Elsa set a deadline of August 1978, which is the end of the school's fiscal year. (85)

Deadlines for returning medical forms to terminals were spread out through the school year. Eagle Pass proposed routing all medical data by December 16, 1977; Pharr-San Juan-Alamo by January 1, 1978; San Diego by February 1, 1978; and San Benito and Edcouch-Elsa on May 30, 1978, and August, 1978, respectively. (86) Seven of the 10 school districts mention problems resulting from early withdrawals and late entries by migrant students. In interviews with personnel of migrant programs it was noted that some students are leaving school as early as March and entering as late as January.

One school district, Pharr-San Juan-Alamo, participates in the Migrant Interstate Credit Exchange Program. The Interstate Migrant Coordinator surveyed the migrant students to determine the states they travel to, compiled a list of students, their destination and, for secondary students, course and textbook information to be sent to the receiving state. Credit transfer for 31 high school students was facilitated between Pharr-San Juan-Alamo and Washington, Idaho, California, Oregon, Illinois, Michigan, Minnesota, Ohio, and Indiana. An awareness program was held throughout the year in the district and involved the media. The coordinator also conducted awareness sessions in Silver Spring, Maryland; Atlanta, Georgia; and Paul, Idaho. (87)

SCHOOL-COMMUNITY-MIGRANT COMMUNICATION AND HOME-SCHOOL COMMUNICATION (NATIONAL GOALS 8 AND 10)

In the school districts, activities to achieve two of the national goals are rarely distinguished. These goals are:

- Develop communications involving the school, the community and its agencies, and the target group to ensure coordination of all available resources for the benefit of migrant children;
- Provide a program of home-school coordination which establishes relationships between the project staff and the clientele served in order to improve the effectiveness of migrant programs and the process of parental reinforcement of school effort.

Many districts report parental involvement as the necessary contacts with parents in completing student records; providing health, medical, and dental services; making referrals to other agencies; and determining the need for nutrition and clothing. Few districts involve parents meaningfully in planning, implementing, and evaluating the Migrant Education Program.

The Texas program guide for migrant education places parental involvement as a support service of the program. It does state that parental involvement is an important component for it can add "significantly to the effectiveness of a Migrant Education Program in meeting the needs of migrant children." (88) The long-range effort of parental involvement is to "give parents an opportunity to assist in planning the Migrant Education Program." (89) Nowhere in the Program Guide is the Parental Advisory Council (PAC) addressed as the group of individuals who will assist not only with planning but also with carrying out and evaluating program activities. All program applications must address the mandated PAC, yet the state program guide fails to acknowledge this parental group as the representative of any parental involvement effort.

One can not assume that local parental involvement activities were to include the PAC group, but can deduce from interviews in the field that it is difficult to get parental involvement for various reasons. Part of the problem can lie with the unclear parental involvement objective(s), lack of training for the personnel who will work with parents, and lack of management of the component.

Home visits were cited in the Texas program guide as helpful in initiating a parental involvement program for they establish an initial rapport, allow personnel to learn about the child's environment, and may serve as a means to invite parents to visit the child's classroom and school. Nine districts with parental involvement components follow this technique by sending the community aide(s), the teacher, the nurse, and, in most cases, the MSRTS clerk to homes of migrant parents. Brownsville scheduled five campus meetings throughout the school year to address areas such as Community Resources, Student Self-Concept, Math and Reading, and Parent Education. (90) One of the districts, Eagle Pass, included PAC involvement in the parental involvement component; 15 migrant parents who were members of the District-wide PAC participated in school activities twice a week and were involved in the decision-making process of the program by prioritizing needs for 1978-79. Parents also participated in arts and crafts activities. (91) Alice initiated parental involvement with an explanation of the school district goals and concerns and followed with the dissemination of information on migrant services based on the District Advisory Committee recommendations. (92) San Diego's program involved a community aide planning and coordination parental activities and recruiting parents for PAC activities. PAC meetings were held monthly and a general meeting was held to explain the migrant program. A newsletter was printed and included migrant program information. (93)

Program objectives are in some cases not subject to being evaluated (e.g., student gain of 1.0 month per month of instruction, increased interest in school, development of a child's positive self-concept because of parental involvement) or are quite diversified with so many attempted outcomes (e.g., involve parents in a series of activities, have community aide make home visits, purchase clothing for students, and produce a community newspaper) that school districts get lost within their activities.

Missing from many district programs is any mention of a specific need to generate interest among parents about education. Once the concerns and needs of the parents have been identified in this area, additional activities can grow out of their recommendations. It may be difficult to implement a volunteer-parent program, parent-aide program, or "arts and crafts" activities without first setting a receptive climate in which parents understand educators, educational programs, and their roles as parents, taxpayers and "first educators" to their children. In turn, teachers and educational personnel may need to understand a parent's role. Without mutual understanding, districts are likely to encounter difficulties or failure.

District personnel responsible for program development have, for the most part, developed and implemented migrant programs in which migrant parents and school personnel are communicating. Most migrant programs have attempted to coordinate school, community, and other federal program efforts; exemplary are the referrals which take place when health, medical, and clothing needs are concerned. One person, when interviewed concerning the area of parental involvement, noted that the state is requiring a greater parental involvement effort. Training for parents was being scheduled conscientiously for the school year 1979-80.

A migrant program director noted with some displeasure that migrant parents in his district did get involved, and were requesting financial assistance and student services on parity to programs they had encountered in the northeastern region of the United States.

HEALTH SERVICES (NATIONAL GOAL 9)

Included in the national goal for migrant education dealing with health services is the directive to provide for the migrant child's "physical and mental well being by including dental, medical, nutritional and psychological services."

All ten districts studied provide some form of medical assistance, usually an examination by the school nurse and an update of medical records. Six of the school districts provided for the clothing needs of migrant students with the objective of improving school attendance. Food was provided by San Diego in its Summer Program to students in Grades 7 and 8. Five of the districts responded to students' dental needs with district migrant monies or with referrals.

Four of the districts also provided counseling. Three of the districts, Brownsville, Edcouch-Elsa, and Edinburg, dealt with the migrant students' feelings of adequacy, personal motivation and attitudes toward school and education; in addition, counselors at Edcouch-Elsa and Edinburg worked with potential dropout students and their problems (home, school or personal) and counseled concerning careers and education. Pharr-San Juan-Alamo's counseling efforts were directed to the student's personal problems, and to academic, vocational and career awareness.

When asked to name the top five migrant students' educational needs that could be addressed by the educational system the following responses were given by the seven district migrant personnel interviewed:

Reading	6
Oral Language Development/English	3
Deal with Society	2
Diversified Work Experience - in addition to migrant farmwork	2
Math	2
Self- and Cultural-Pride	2
Survival Skills (fill out forms, obtain job)	1
Behavior Modification	1
Counseling	1
Vocational Skills	1

Counseling efforts of four school districts have addressed, to an extent, survival skills, social behavior and self-pride and self-concept.

TEACHER INSERVICE AND PRESERVICE (NATIONAL GOAL 11)

The last national goal of migrant education involved increasing "staff awareness of their personal biases and possible prejudices, and upgrading their skills for teaching migrant children by conducting inservice and preservice workshops."

Texas' migrant education program guide identifies staff development as "essential in providing effective programs for migrant students." (94) The two major purposes of staff development are: "(a) to address skill needs which have been identified for added migrant personnel, and (b) to address the content areas of the instructional components." Texas Education Agency's Migrant Division recommends the school district "contact the education service center migrant component" to organize and schedule sessions "which will address the specific content and skill needs of that particular LEA." (95) "Efforts should [emphasis added] be extended to incorporate bilingual training into the staff development design." (96)

"Instructions for Completing the Application for ESEA, Title I Migrant Funds, 1979-80 (Texas Education Agency, November 1978) "Section G: Data on Specific Items," Item 3 requires the methods to be used by the LEA for "reviewing, selecting and disseminating to teachers and educational administrators [Note: teacher aides, community aides, MSRTS personnel, etc., were excluded] significant information on the latest developments and most recent experiments in education so that such information will be available for use in Title I Migrant program planning and operation. These methods may include, among others, inservice education, professional workshops and seminars, consultants and visitations, and reports on the organization, operation and outcome of projects under Title I Migrant."

The above-mentioned instructions for preparing the migrant program application for the most part result in districts reporting staff development which takes place districtwide. Others report specific teacher and teacher aide skill development sessions designed for specific components. For example, Alice, in addition to the district staff development, conducted monthly workshops for migrant personnel on the administration and interpretation of certain reading inventories, diagnostic procedures, individualized reading instruction, methods and techniques. The Migrant Director met on a monthly basis with community aides for staff development on how to conduct workshops and parent training sessions, make home visits, and get arts and crafts ideas. MSRTS personnel received training from the service center and a "Migrant Application Review Workshop" conducted by the Migrant Director. The Migrant Director also scheduled quarterly meetings with LEA and migrant staff members to evaluate program operations and needs. (97)

San Diego also scheduled a calendar of separate staff development activities from August 3, 1977, to April 5, 1978, utilizing assistance from the Education Service Center, Region II. Topics included: (a) MSRTS technical assistance, follow-up on MSRTS records, blue forms for instructional data and a presentation by data bank personnel from Little Rock on enrollment, recruitment and updating; (b) Reading, including informal reading inventories and criterion referenced testing; (c) instructional programs K-12; (d) ACCUTRAK; (e) Early Childhood Education for migrant children; (f) testing high school migrant students; and (g) program evaluation. (98)

San Benito scheduled specific staff development for each component. The Migrant Administrator-Supervisor, Planner-Evaluator and migrant personnel determined the needs of the program. (99)

When surveyed, seven persons (five migrant directors, one materials specialist, and one evaluator) identified the following as major topics for inservice with migrant personnel:

Topic	No. of Occurrences
Teaching Strategies-Reading	5
Individualized Instruction/Management	5
Materials Development/Use	2
Positive Self Concept/Behavior Modification	2
Program Guidelines	1
Teacher Self Evaluation (video)	1
ACCUTRAK	1
Alternative Education	1
Affective Education	1
Migrant Student Characteristics	1
Teaching in Content Areas	1
Use of Supplementary Materials	1
Long Range Planning	1
Oral Language Development	1
Mathematics	1
Teaching Stations	1

When asked to give the skills and course background teachers should possess for instructing a migrant child, the following were responses:

Reading experience	3
Sensitivity to migrant and environment	3
Behavior modification	2
Oral language	2
Bilingualism for elementary levels	1
Cultural awareness	1
Math	1
MSRTS	1
ACCUTRAK	1
Bicultural instruction	1
Classroom management	1
How to teach child "to socialize"	1
Empathy	1

It should be noted that few of the districts mentioned having teacher input for staff development.

Three of the districts encountered additional problems with personnel: (a) great teacher turnover due to little or no pay above the state requirement, change of administration, commuters relocating to avoid travel and (b) the migrant director did not get to hire teachers because hiring is the responsibility of the personnel director who, in some cases, placed untrained people in jobs to avoid layoffs and who shifted teachers trained for a specific program component into the regular foundation school program. (100)

One district, Edinburg, was funded for a specific staff development component. The district's earlier staff development centered on Language/Reading and Math. The '77-'78 component was to respond to (a) classroom management, (b) innovative methodologies, (c) individualized instruction, (d) prescriptive reading and/or curriculum assessment, (e) effective teaching of the migrant student, and (f) awareness of the characteristics of the migrant population.

Edinburg's component had three objectives: (a) understand the goals and objectives of the migrant program (measurable through a locally developed instrument), (b) have participants become aware of the characteristics of the migrant population, master techniques for effective teaching and assessing and modifying curriculum (measurable through a local instrument), and (c) participation of migrant staff in nine sessions concerned with the objectives stated above.

As actually implemented, Edinburg's staff development involved four days of additional sessions for personnel of the Migrant Reading Resource Program and Math Resource Program and for migrant aides. A Staff Development Supervisor coordinated the efforts with the Migrant Director, Supervisor, and Evaluator. Sessions were conducted from 3:30 to 5:00 p.m. (101) Workshop discussions were held on: MSRTS, a diagnostic program, utilizing supplementary materials, Spanish reading, self-awareness, explaining federal programs, and increase knowledge of one's component in relation to the total district plan. (102)

OTHER NATIONAL GOALS (NATIONAL GOALS 4 AND 5)

Two of the national goals were not directly addressed in the migrant education programs studied:

- Provide specially designed activities which will increase the migrant child's social growth, positive self-concept and group interaction skills;
- Provide programs that will improve the academic skills, prevocational orientation and vocational skills training for older migrant children.

These goals are minimally recognized in the counseling services offered in four districts, but "programs" and "specially designed activities" are not reported. Given the importance of saleable skills and a positive self-image, it seems strange that the needs implied by these goals are not officially identified and met.

Other Components

From among the 110 components which make up the 10 district migrant programs, five components were identified as not addressing the National Goals of Migrant Education, neither were they coordinated with the regular program or the basic skill needs of migrant children. Three of the components involved the swimming activities of the Summer Programs in Eagle Pass (103), Pharr-San Juan-Alamo (104), and San Diego (105), and the last two were the Transportation component and Custodial services (for the Summer Program) funded in Brownsville. (106)

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CHAPTER FOUR:
ASKING CONCERNED PEOPLE

A survey of the literature indicates that relatively little work has been done in determining objectively and in verifying with substantial data the educational needs of migrant students. The bulk of the literature tends to deal with philosophical and theoretical concerns, programmatic and financial problems, and institutional needs. A few sources mention the needs of migrant students.

Among the discussions of migrant students' needs, only two educational needs are generally mentioned: the need for migrant students to develop proficiency in English language skills, and the need for migrant students to learn to adjust to the sociocultural conditions of the school. Later writers tend to repeat these items and add other things to their list. Of sixteen other needs identified (1) only one (Need for stability) was mentioned three times and two were mentioned twice (Need for health/medical care, and Need for better nutrition). In none of these cases does the writer attempt to substantiate the needs identified by referring to studies or data.

The review of the funding-related documents from the states indicates that needs assessment is a sporadic and often subjective process. In most states there has been no formal process for identifying the educational needs of the migrant students that is applied throughout the entire state; needs assessment is apparently considered a local responsibility. In the absence of data, the states seem to report that migrant students need those educational programs which have the highest priority for funding at the national level.

If the states are likely to report that migrant students need the same programs which are being funded at the national level, it is not surprising that local school districts tend to find these same needs. In the field review, it was discovered that the school districts had generally developed migrant education programs with the following components: Language arts skills (i.e., reading and oral language development), Mathematics, Pre-Kindergarten, Tutorial services, Parental involvement (i.e., Parental Advisory Committees), Migrant Student Record Transfer System (MSRTS), Health and dental care, Counseling, and Programs to improve the students' self-concept. The local school district proposals are rather inexplicit when they describe the processes used to determine the need for these components.

In an attempt to gain a better perspective, the staff arranged a series of meetings with migrant students enrolled in St. Edward's University, with the staff of the various educational programs on campus designed for migrant students, and with other people who have developed a degree of expertise in the field of migrant education.

The Academic Specialist for the Migrant Attrition Prevention Program (MAPP), the Educational Studies to Improve Migrant Advancement (ESTIMA) Program, and the Higher Education Migrant Program (HEMP), met with the staff on September 25, 1978. It was noted that conditions such as health, availability of services such as free lunches, etc. have improved the physical well-being of migrants but the educational environment does not seem to have changed as much as was expected. We have had the migrant in the regular classroom, in the Headstart programs, in the migrant 7-month schools, and even in a traveling classroom. Now we have him back in the regular classroom. If mainstreaming is the best approach to the solution, then we need a more efficient way of effectively placing the student so he will not have "gaps" in his education. The range of problems reported by the migrant students served in the St. Edward's University migrant education programs were identified and described. These include:

> Scheduling the students in high school courses which will provide them the proper educational background for entering college.
>
> Defining "migrant" in terms that will help us make educational decisions.
>
> Developing some sort of programmatic consistency among schools so that proper credit is given for the work done by the students and sc that students have less problem adjusting to the demands of the work in a new school.
>
> Selling the migrant education program to the administration of the schools. The work of enthusiastic teachers can be wasted by the lack of support at higher levels. The program must be sold to superintendents first, then principals, finally teachers.
>
> Having a comparison group of students to determine unambigously what student needs arise from migrancy. We have no way to determine whether the educational needs of the migrant student are unique to him or are shared more generally by other students.

The staff raised questions based on their review of literature, but definitive answers could not be substantiated. It was decided that an interview of the migrant students on campus would be attempted.

On October 4, 1978, the staff met with the Associate Director and the Head Counselor of the College Assistance Migrant Program - CAMP. Migrant education from preschool through college was discussed under three general headings: People, Programs, and Organizations. Drawing from their experiences as migrant students, these people identified the following problems:

PEOPLE

.. Teachers should be trained to individualize instruction. Especially at the upper grades and in secondary schools, the teachers are not able tc adapt the program to the needs of the individual student. This is particularly conterproductive for the migrant student.

.. Parents should become more involved in the education of their children. They should have more influence on the programs offered their children and on the attitudes of the school personnel serving their children.

PROGRAMS

.. Existing programs should be improved in the areas of reading, mathematics, and science. More individualization of instruction to meet the particular needs of the student is crucial. The student who is having problems in any of these areas must have appropriate primary or remedial instruction.

.. Early childhood education is crucial. Migrant children have not had the same opportunities or the same experiences as the other children.

.. Educational materials being used in the programs are not relevant to the world of the migrant child.

.. Bilingual education is essential. A student is both happier and more successful when he understands what is going on and can use his home language to communicate with the teachers.

ORGANIZATION

.. There was generalized criticism that the institutions were not adapted to meet the needs of the migrant student.

Subsequent staff discussion led to the formulation of a series of questions regarding the educational needs of migrant students. These were divided into ten categories to be used as a discussion guide with a number of CAMP students. These questions included:

What are the specific migrant student needs concerning nutrition, medical services, and dental services?

.. To what extent are these needs being met by the local school districts?

.. To what extent does a failure to meet these needs affect the academic performance of the migrant student?

.. What can be done in the local schools to better meet these needs?

To what extent are migrant education skills programs (reading, writing, math, language development) meeting the needs of the migrant student?

.. Do these programs address the real needs of migrant students?

.. What can be done to improve the migrant education skill programs?

What are the consequences of continually changing schools?

.. Are there any positive benefits from moving often? Does moving often enable a migrant student to better adapt to a number of varying situations?

.. What are the negative factors of frequently moving?

.. What can the schools do to provide for the educational continuity of the migrant student?

What implications does the annual movement from one school to another have in regard to curriculum development?

How does being a migrant student affect the migrant student's self-concept development?

.. Do the students remember specific incidents that made them feel inadequate or alienated?

.. Do they remember problems with teachers or other students concerning their language, cultural or ethnic heritage that were demeaning and consequently resulted in reinforcing a negative self concept?

.. At what age do migrant students begin to realize they are different?

.. In what way did they feel different?

As a migrant student, was much assistance given by the schools to help them prepare for their economic future?

.. What efforts were made to provide career guidance and/or career training information? Is there a need for greater emphasis on career guidance and training?

Did the educational process provide for the development of the ability to perceive abstract relationships or was this aspect of the migrant students' education neglected?

.. How does being a migrant make the migrant different from other students in regard to one's ability to perceive abstract relationships?

Did the educational process provide for the positive reinforcement of one's cultural and ethnic heritage?

.. How important is the need in relation to other student needs?

.. Are the teachers of migrant students sensitive to the cultural and ethnic heritage of migrant students?

Does the frequent movement of migrant students lead to a "sense of rootlessness" and a "sense of not belonging"?

.. If so, does this rootlessness greatly affect the academic achievement of the migrant student?

.. If this problem exists, what can the school system do to overcome the problems of rootlessness and not-belonging?

Are migrant students greatly disadvantaged because migrant parents fail to support the academic effort of their children?

.. Do migrant parents encourage the education of their children or are they indifferent to the educational objectives of their children?

.. What should be the role of the migrant parent in the educational process?

The Associate Director of CAMP met with a group of CAMP students to discuss these questions. In this taped discussion, the students described their experiences in the public schools and the effect these experiences had on their elementary and secondary education. The discussion was summarized as follows:

> The CAMP students who were interviewed identified the language barrier as their major problem when they entered school. Because Spanish is the language spoken in the home, knowledge of the English language is minimal. Often teachers in primary grades require migrant students to use English before they have had an opportunity to learn the language. Transferring from one school to another during the year further aggravates the problem as teacher expectations of students vary from one school to another. Unfortunately, most attempts to provide special courses for migrant students are perceived by these students as superficial and irrelevant, with little emphasis devoted to language deficiencies.
>
> Students indicated that public school teachers are frequently unable to relate to migrant students or to understand their educational needs. They lack empathy, patience, and understanding as they pass students whether or not course requirements are mastered. While teachers may know the subject area, their difficulty in relating to the migrant students discourages them from reaching their learning potential.
>
> Inadequate counseling, especially in high school, causes students to feel that they are being "railroaded" into courses which they do not want. Often migrant students are placed in elective courses rather than basic courses needed for success in post-secondary education. Career counseling is minimal or non-existent for these students who are further hindered in career choice by their own limited vocational experiences. Usually migrant students are discouraged from taking a college preparatory curriculum by counselors and teachers who assume they will not continue a formal education beyond High School.
>
> CAMP students expressed the belief that migrant students are stereotyped in the public schools. Because of their ethnic-cultural differences, they are disciplined frequently for minor infractions. Because they migrate, they are unable to participate in many of the extra-curricular activities available to other students. In some classes, teachers segregate migrant students within the classroom, where they suffer further embarrassment because they are unable to answer questions as often or as well as their classmates. They feel categorized and distrusted by school personnel and believe that they must be more diligent than their peers in order to achieve success in school.
>
> Because of their work and family responsibilities, parents of migrant students seldom involve themselves with schools or with the educational

> endeavors of their children. When migrant parents do become involved and do insist that their children pursue education beyond high school, the children often feel guilty because of the financial sacrifice made by the family.
>
> In instances where medical or dental services are available to migrant students, parents are frequently reluctant to utilize these services because of pride or because they do not comprehend English well enough to complete required medical or dental forms.

The following comments were added to the report:

> As a result of the discussion with CAMP students, various educational needs of migrant students became apparent. These included: more bilingual teachers in primary grades; an emphasis upon the English language at all grade levels; improved coordination among schools; teachers/courses available to assist students in acquiring the basic skills; relevant elective courses; careful screening to ensure competent, knowledgeable, and caring teachers and counselors; improvement in health services and procedures; more parental involvement in schools; creation of learning environments which recognize cultural differences but which effectively integrate all students into the education program of the school.
>
> While information collected from the CAMP students includes personal biases, feelings, and attitudes, the perceptions of these students are relevant for educators who aspire to create effective programs for migrant students. Not only are these students able to relate their own experiences, they also have friends and family who attend public schools and with whom they share experiences. Since the students are representative of several states and of numerous school districts, problems and needs identified by them cut across states and school systems to provide some insight into migrant student needs throughout the country. (2)

Based on the information at hand, the staff developed thirty needs statements. An instrument, "Survey of Educational Needs," listed the needs and requested that the respondent indicate on nine point scales two judgments about each.

When this instrument was tested with a number of CAMP and other migrant students, several problems became evident. The major problem included:

a. Definitions and disambiguation. Among the needs listed, for example, were "Language Skill Development," "Reading Skill Development," "Bilingual Education," "Multicultural Education," "Writing Skill Development," "Relevant Curriculum (Meaningful in terms of your background)," and "Perceive Abstract Relationships (To think in theoretical terms)." Other such constellations of needs could also be identified. A number of respondents found it difficult to make clear distinctions among these items without further information about the definition of these statements.

b. Confusion based on the format and/or task required. The directions on the first page identified Scales A and B, and indicated what they meant as follows:

> For each of the educational needs (Scale A) listed below, circle a number (1-9) which indicates the degree of importance (1 would indicate that this need is of no or very little importance and 9 would indicate an extremely high level of importance). On scale B circle a number (1-9) which indicates the degree to which this need is being met by the public schools (1 would indicate that this need is not being met to any extent and a 9 would indicate that this need is being met satisfactorily).

The format following the instructions was as follows:

Need	Rating
7. Bilingual Education	A. 1 2 3 4 5 6 7 8 9
	B. 1 2 3 4 5 6 7 8 9
8. Career Guidance Information	A. 1 2 3 4 5 6 7 8 9
	B. 1 2 3 4 5 6 7 8 9
Etc.	

On the first page, following the instructions, were six such items; on pages 2 and 3 were nine items; on the last page were six items. Whether the confusion was caused by the format alone or by both the format and the sophistication of the tasks involved is immaterial.

Because of the problems reported by the respondents, this survey form was reevaluated and rejected. Subsequently two consultants were asked to provide technical assistance in conducting a national survey of migrant education needs.

In order to eliminate presupposition and investigator bias to the extent possible, the consultants recommended a two-stage survey. The preliminary survey would be open-ended and relatively non-directed; the final survey would include both open-ended, non-directed questions, and structured response questions. The Preliminary Survey (see Appendix B) asked the respondents to list and rank the ten greatest educational needs of migrant students and to add any other needs of which they were aware. To avoid the restriction of the range of responses or of the statement of responses, and to avoid possible bias, no examples were used in the instructions.

A total of 300 questionnaires were distributed, 100 in each of the three major homebase states--California, Florida, and Texas--which provide the largest number of migrant students in their respective streams. In each of these states, 25 questionnaires were to be given to administrators, 25 to migrant teachers, 25 to parents of migrant students, and 25 to migrant students. The forms for each state were sent to a contact person to be distributed. In each case, these contact people distributed the forms so that only one form was sent to any school district. This procedure ensured coverage of the largest possible number of districts given the limitation of the sample size.

A total of 154 surveys were returned: 46 from California, 41 from Texas, and 67 from Florida. Details are given in Table 4.1.

The needs identified by the respondent were listed verbatim. Identical statements were matched: for example, "Education" was listed by 25 respondents. One of the consultants then compared the various statements within the context of the individual responses to identify semantically equivalent or similar statements and to collapse them under one heading: for example, the 85 responses noted under the heading "Medical/Dental/Health Care" were actually listed as "Health Care," "Medical Care," "Dental Care," "Medical and Dental Care," etc. Finally, all the identified needs were categoized under three major headings: Financial, School Related, and Community Related. For example:

> "Medical/Dental/Health Care" was categorized as Financial along with "Improved Housing," "Increased Wages/Employment," etc., on the assumption that medical personnel and facilities are available in the community, but the migrant family does not always have the financial resources to take advantage of them, especially if such health care resources are limited to private practitioners and private institutions.
>
> "Financial Assistance for School" was considered Financial, but "Greater Education Opportunities, College/Finances" (which includes testing services, assistance in making applications to schools, and financial aid information) was considered School Related. The first is definitely a financial need; the second refers to a needed informational program probably handled by school counselors.
>
> "Recreation/Recreational Facilities" was placed under Community Related, even though the school may provide such facilities, because the respondent seems to refer to the whole community and all age groups than to specific school-related activities; although the respondent may be thinking of the same activities in listing "Participation in Extracurricular Activities," these are clearly related to students within the context of the school, hence School Related.

A total of seventeen financial needs were identified on the surveys. Of these, eight were reported by more than 10% of the respondents. Five were so specific that each was mentioned by only one person. Thus, there seems to be general agreement on the financial needs of migrant students.

The two financial needs reported by at least 50% of the respondents are Medical/dental/health care (55.19%) and Improved housing (50.00%). In both cases, the large majority of the respondents were parents and students. Two other financial needs were reported by at least one person in each position (i.e., administrator, teacher, parent, and student) in each of the migrant streams. These are Improved employment/wages (38.96%) and clothing (15.58%). In each of these cases, approximately half the reports were from the students.

Four other significant financial needs were reported in all streams. These are financial (welfare) aid (24.02%), Food/nutrition (17.53%), Improved travel conditions (16.88%), and financial assistance for school (14.94%). In two cases, Financial (welfare) aid and Improved travel conditions, approximately half of the reports were made by students. The need for Food/nutrition was most often reported by teachers (approximately half the reports of this need were from teachers). Half of the reports of need-

TABLE 4.1
PRELIMINARY SURVEY - NEEDS IDENTIFIED

NEED	WESTERN STREAM				CENTRAL STREAM				EASTERN STREAM				TOTAL
POSITION[1]	A	T	P	S	A	T	P	S	A	T	P	S	N=154
FINANCIAL:													
Medical/dental/ health care	6	7	13	3	1	6	7	2	5	6	7	22	85
Improved housing	2	3	11	3	1	1	5	2	6	13	8	22	77
Increased wages/ employment	2	1	2	2	1	1	5	1	3	10	7	25	60
Clothing	1	1	1	1	1	3	4	1	1	1	1	9	24
Food/nutrition	1	4	11	1	1	1	2	1		3	1	1	27
Financial (welfare) assistance	1		1	2	1	2	3		1	11		15	37
Improved travel conditions		1		1	1	1	5		1	3	1	12	26
Financial assistance for school		1	10	2			1	1	2	1	1	4	23
Social (federal) services		2				1				2	1		6
Financial assistance information		10									1		11
Improved environment			2								1		3
Greater funding for education projects		7	7	1									15
Fund direct services, less administration			1										1
Pressure agencies to improve living conditions									1				1
Insurance										1			1
Educational benefits										1			1
Cut down income tax												1	1

---

[1] Position of respondent: A=Administrator; T=Teacher; P=Parent; S=Student.

NEED	WESTERN STREAM				CENTRAL STREAM				EASTERN STREAM				TOTAL
POSITION	A	T	P	S	A	T	P	S	A	T	P	S	N=154
SCHOOL RELATED:													
Language/communication skills	4	14	7	5	6	14	5	6	3	4	2	2	72
Tutorial/extra help	1	1	2	2	1	2	4	2	3	6	4	5	33
Improve school personnel's attitude toward migrant student	5	3	10	3	2	3	5	1	9	7	2		50
Career Ed./Couns.	1	3	3	2	2	4		1	3	5	1	5	29
Adapt/improve the instruction	2	12	1	4	4	6	5		5	5	3		47
Counseling	1	1	2	1	2	1	1		2		1	1	13
Vocational Ed.		1	1	3		4	1	1	1	8	7	8	35
Self-awareness/self-concept	1	12			3	7	2		3	8	2	11	49
Understand culture, cultural differences	2	12	2		3	2			2	9	3	7	42
Health/nutrition/safety Ed. (incl. parents)	2	10		1	3	6	2		2	5		2	33
Reading	3		2	1	4	9	3	3				1	26
Value identification/change	1		1	3	4	6	1		2	3			21
Student effort to attend regularly	2	2		1	2	2	2	1	2				14
Education	1		2	1		1		1		3		16	25
Math	3			1	4	3	2	2				1	16
Data on student progress (use of)	2	3		1	2	2			3	1			14
Greater education opportunities, college/finances			1	1	1			1		3	4	3	14
Personal counsel	1	1			1			1	1	4		4	13
Remedial programs	1				2	1		1	1	3			9
Experiential activities/prog.			1		1	2	1	2				1	8

NEED	WESTERN STREAM				CENTRAL STREAM				EASTERN STREAM				TOTAL
POSITION	A	T	P	S	A	T	P	S	A	T	P	S	N=154
Participate in extracurricular activities	1				1	1		2		2		1	8
Motivation		1		1	1	1					1	2	7
Drug/alcohol Ed., incl. parents		1				1				1	3	8	14
Consumer Ed.	1					1			3	4	1		10
Bilingual/ESL programs	6	24	20	4	2	4	2	1					63
Personal relationships					2	1			1	6	1	6	17
Parent interest/ support		1		1	1	7		1					11
Educational info.							1		1	2	2	3	9
Relate to environment/coping and social skills	1				3	1	1	1					7
Teacher training/ retraining	3	20		1		3							27
Ed. for talented/ gifted	1				1		1	4					7
More equipment							4		1			1	6
Special Ed./Ed. for handicapped	1						3	1					5
Improved study skills						2				2		1	5
More instructional space/facilities				1	1		2						4
Books for pleasure					1			2		1			4
Logical thinking skills	1				1	1							3
School encourage attendance						3					4		7
Equity of Ed.			4				1						5
Citizenship Ed.								1	3				4
Science							1					1	2
Competency-based Ed.						1			1				2

NEED	WESTERN STREAM				CENTRAL STREAM				EASTERN STREAM				TOTAL
POSITION	A	T	P	S	A	T	P	S	A	T	P	S	N=154
Choice of curriculum						1			1				2
Eliminate failure in school							1		1				2
Be able to help someone								1				1	2
Leadership training/opportunities for migrant students		10	9	3									22
Acceptance						2	1	1					4
Develop Fine Arts					1			3					4
Family planning/ Sex Ed.					2	1							3
Preschool readiness	1		1										2
Extra courses, incl. civil rights		1		1									2
Self-control/self-responsibility					1	1							2
Orientation to the school							1	1					2
Eliminate segmented school year										1		1	2
Alternative Ed.									1	1			2
Bilingual/bicultural personnel				2									2
Proper use of Mig. funds/aides						2							2
Foreign language programs								2					2
Home Ec. (cooking/ sewing)								2					2
Summer school							2						2
Drop-out prevent.											2		2
Receive credit for school work done												2	2
Specific objectives			1										1

NEED	WESTERN STREAM				CENTRAL STREAM				EASTERN STREAM				TOTAL
POSITION	A	T	P	S	A	T	P	S	A	T	P	S	N=154
More women administrators			1										1
Recognition of migrant students' potential				1									1
Recognition of needs/strive to meet them				1									1
Year-round schools				1									1
Fewer studies of migrant needs				1									1
Less emphasis on Spanish; more on English						1							1
Discipline and respect for teachers						1							1
Increased funding for bilingual Ed.						1							1
Raise legal age of compulsory attendance						1							1
Community liaison person					1								1
Curriculum guide for teachers					1								1
Experience success								1					1
Help in following directions								1					1
Volunteers for cross-walk guards								1					1
Awareness programs										1			1
Track												1	1
Eliminate obstacles to Ed. progress									1				1
Evaluate peer group effect on learning process									1				1

NEED	WESTERN STREAM				CENTRAL STREAM				EASTERN STREAM				TOTAL
POSITION	A	T	P	S	A	T	P	S	A	T	P	S	N=154
Information on how WE can help THEM succeed									1				1
COMMUNITY RELATED:													
Recreation/recreational facilities			1		2		3	4	1	2	1	4	18
Improved child care/facilities		2	1	1			2		2	3	3	3	17
Parental involvement	5	11	12		1	2	1				1		33
Improved family relations	1				1	2			2	5		6	17
Community awareness			1		1				2	1			5
Parent Ed. (literacy)						1	2	1	3	3	3	4	17
Community relation	1								1		1	1	4
Awareness of community resources		10		1	1								12
People who care/love/friends			1								1	10	12
Religion			1							1		1	3
Parent/student understanding of Ed. system				2	2								4
Citizenship/vote			1								1		2
Place for child to study				1							1		2
Training for parent involvement		10	1										11
Assistance for elderly									1			2	3
(Hope for) better life											2		2
Better law enforcement												2	2

NEED	WESTERN STREAM				CENTRAL STREAM				EASTERN STREAM				TOTAL
POSITION	A	T	P	S	A	T	P	S	A	T	P	S	N=154
Children												2	2
Tools/equipment												2	2
To live (forever)												2	2
Work documents for parents/students of working age		1											1
A sense of loyalty to the U. S.						1							1
Counseling service for parents					1								1
Laws to protect migrant rights							1						1
Improved working conditions							1						1
Free time to myself												1	1
Get out of school												1	1
My own TV												1	1
Pool in my back yard												1	1

ing Financial aid for schooling were made by migrant parents.

None of these reported needs was unexpected. In only one case was there an apparent inconsistency with the literature: the fact that migrant parents reported the need for Financial assistance for schooling more often than people in any other position. It would seem that migrant parents desire more education for their children and recognize their need for financial assistance to keep the children in school. This confirms the report of the CAMP students at St. Edward's University--that their families must make sacrifices to keep them in college even though the University provides a means of meeting most of their educational expenses. Although the students expense may not be a financial burden on the family, the loss of income above living expense is a sacrifice. Thus, while the need for Financial assistance for school has been commonly recognized, that the migrant parent should report this need so much more often than either students or school personnel is somewhat surprising.

A total of eighty-two school related needs were identified. Twenty of these were identified only once; eighteen were reported only two times apiece. Only seventeen were reported by at least 10% of the respondents; only two were reported by at least one person in each position in each of the three streams.

The two needs reported by people in all positions in all streams are Language/communication skills (46.75%) and Tutorial/extra help (21.43%). Teachers most commonly report language problems among students, followed closely by administrators. It is interesting, however, that both parents and students recognized the existence of language or communication barriers between themselves and school personnel. If we add other needs which are closely related to communication, this problem takes on greater significance: Improved attitude of school personnel (32.47%); Value identification/change (13.64%); Bilingual/ESL programs (40.91%), but reported in only two streams; Personal relationships (11.04%); Teacher training/retraining (17.53%); and other needs reported by fewer than 10% of the respondents. An approximately equal number of people in all positions report the need for Tutorial/extra help with school work. Allied to this need, we find the following: Adapt/improve the instruction (30.52%); Reading (16.88%); Math (10.39%); Bilingual ESL programs (40.91%); and others reported by fewer than 10% of the respondents. It is also possible that these two constellations are interrelated: oral language problems may interfere with the teaching-learning process to the extent that the school (administrators, teachers, curricula, materials, etc.) may need to be modified to meet the communication competence of the migrant student.

Another interesting constellation of needs may be called personal: Self-awareness/self-concept (31.82%); Understand culture, cultural differences (27.27%); Value identification/change (13.64%); Personal relationships (11.04%), and others reported by fewer than 10% of the respondents. The needs which constitute this group are recognized by school personnel almost to the exclusion of migrant parents and students. It is apparent that the educators feel that it is necessary to change the migrant student as a person.

Almost as if it were a response to the school's attitude, the migrant parents and students tend to call for specific response to their educational needs. Eighteen of the twenty-five persons who report the need for Education are students; ten of the fourteen calling for Greater education opportunities, college/finances are parents or students; twenty-one of the thirty-five mentioning Vocational education are parents or students. There is general agreement on the need for Career education/counseling (18.83%); Health/nutrition/safety education (21.42%); Bilingual/ESL programs (40.91%); and Leadership training/opportunities for migrant students (14.29%).

Several interesting points were noted among the school related needs:

> Language/communication skills are mentioned approximately 2.75 times more often than Reading.
>
> Almost one-third of the respondents identify the need for a change in school personnel's attitude toward migrant students; over half the respondents reporting this need are school personnel.
>
> The need for teacher training/retraining was mentioned almost exclusively by school personnel (no parents and only one student), and more than three times more often by teachers than administrators.
>
> The need for bilingual/ESL programs was mentioned only in the Western and Central streams. In these streams, however, it is mentioned by 72.41% of the respondents.
>
> Leadership training/opportunities for migrant students is identified only in the Western stream, but in that stream by 47.83% of the respondents.

Twenty-nine community related needs were identified, but nine were mentioned by only one person and twelve others were mentioned by five or fewer respondents. Only five of these needs were reported on as many as 10% of the surveys; Recreation/recreational facilities (11.69%), Improved child care/facilities (11.04%), Parental involvement (21.43%), Improved family relationships (11.04%), and Parent education (literacy) (11.04%). Of these, Recreation/recreational facilities, Improved child care/facilities, and Parent education (literacy) are reported principally by migrant parents and students; parental involvement most often by the school personnel (only 12 parents in the Western stream and one in each of the others); Improved family relations by school personnel except for six students in the Eastern stream.

On the basis of the analysis of the open-ended survey and the other information available, one consultant developed a set of ten items to be used in the structured response portion of the final survey. The format of the survey and the demographic and attitudinal portions of the survey were developed by the other consultant. When it became evident that space would be available, it was decided to add the request that the respondents identify and rank the ten greatest educational needs of migrant children in order to check the national generalizability of the responses given by personnel in the homebase states. (See Appendix C for National Survey form; Chapter V for a complete description of the National Survey.)

In a working paper dated April 3, 1979, the ten "most important and interesting areas for further investigation" were suggested and defended. These were:

1. NEED: To become self-confident [e.g., self-motivated to meet their own goals and standards], and to learn to behave appropriately [e.g., dress forms of courtesy, relevant body-language] among people of other groups.

   This touches on two major and apparently interrelated areas of need: the self-awareness/self-concept of the migrant student and the need for the migrant student to understand his own culture, the culture of other groups, differences among cultures. In reviewing the various lists made by the respondents, I sense that that these two clusters of needs may be different ways of talking about the problems migrant students have in relating to other groups of people. A personal/cultural pride is the basis upon which the student can relate effectively to others. Other needs related to this need are personal relationships, relating to the (social) environment, social skills, coping skills, leadership training, and possibly communication skills. If I understand correctly, this particular need among migrant students has not been studied in detail although it has been studied extensively among other groups of "disadvantaged" or "culturally different" students.

2. NEED: To be taught in their home language while they have special help in learning English.

   In short, bilingual education. This shows up only in the Western and Central streams in the preliminary survey, but in these streams it appears on 63 of 87 responses. Florida may have relatively few speakers of other languages which would account for its not being mentioned in the Eastern stream. When we get to New Jersey, New York, and Massachusetts, though, the case may be different. Let's see. Also remember the conversation between Jim [Corbett, Director of Research] and me on using the techniques of bilingual education for the migrant students who speak "Black English." We might be surprised in what this may give us. This may be a new "bandwagon" since it isn't common in the literature.

3. NEED: The opportunity to learn about different kinds of jobs, and help in choosing what they want to do in life.

   Career education and vocational education seem to be perceived as "a way out" for migrant students. I'm not convinced that the parents and students are all that "sold" on the acceptance of technical training rather than academic training, but the school people seem to think that migrant students will escape the fields only by getting blue collar jobs, then their children will be served by the schools effectively enough to dream of higher things. This seems important enough to try to nail it down.

4. NEED: To be taught the dangers in abusing or misusing drugs and alcohol.

   Some of the kids are definitely calling for help. Others are saying that "the other kids" need help with drugs and drinking. The administrators don't mention it; only three teachers (one from each stream) do. It looks like Eastern stream from the survey, but all three of us that have worked with these kids in the Central stream know it is a growing problem here. I'm guessing that a lot of the comments like "HELP!" in the context of need for understanding, counseling, friends, love, someone to talk to, etc., may be symptoms of this problem. There is also a lot of stuff on health care, social services, and the like that could be partially related. I think everyone agrees that it is a growing problem in the general population, so I vote for finding out whether the migrant kids are having problems in the drug scene.

5. NEED: To be taught how to use money to get the greatest benefit.

   Consumer education isn't mentioned frequently, but this may get at the root of some of the financial stuff in a school context. I think that it is sort of implicit in the "more education" type of statement: "If these kids could read better, use math, and know something about what we teach in school, they wouldn't waste so much money." If education is to be the passport out of the cycle of poverty into the great American middle-class, it must have something to do with making people "wise and discriminating credit card users and keep-up-with the Jones buyers." Frankly, having been there, I feel that a lot of educated folk in the schools may feel that they could teach the "poor migrants" how to run their lives in a better way and that the migrants may reject the idea. Anyway, consumer education is getting attention along with career and vocational education as solutions to personal economic problems. It is probably needed by every kid in school and three-fourths of the adults in the supermarket. Shall we see whether the folk "out there" are relating it to the migrants?

6. NEED: For schools to teach the same things at the same grade and in the same order.

How about that for an extreme statement of the whole "continuity" argument? Should touch off some fireworks, too. I'm not sure that I really understand the whole discussion anyway. Some of the literature seems to border on a plea for a national curriculum, if not national teacher guides, to solve the migrant students' problems. (Of course, it almost looks like the school people are saying that there would be no problem if the kids would just stay in school at one place all year--"We can solve the migrant education problem in our schools if we can just get rid of migrant students.") The parents and kids don't seem to be so worried about the standard curriculum as they are about school facilitating the kids' enrollment, orienting them to the school, helping them "bridge the gaps" with extra help, teaching them the basic skills, and giving them credit for what they have done. Anyway, I made this statement extreme to see whether it is accepted generally, rejected generally, or accepted by one group and rejected by another. Maybe we find that "continuity" means different things to different folk.

7. NEED: Extra help in their studies.

   The other side of Need 6, at least in part. Adaptation of the instructional program is certainly related to this; tutorial and remedial programs also seem to speak to it. Then there is all the stuff on the subject areas, e.g., improved reading skills, basic math skills, to indicate that something "extra" should be done.

8. NEED: Teachers who understand their problems and their way of life.

   School personnel's attitude really caught it when we got to the migrants. The CAMP kids really howled on this: language barriers, communication problems, irrelevance of school work, teachers can't relate, teachers lack empathy and patience, counselors are inadequate, kids are "railroaded" into courses they don't want, the migrant kids are stereotyped and "put down"--the whole litany! There may be a degree of liturgy, too, since this is popular "radical" charge. The students on the preliminary survey didn't really zero in on this, but parents and school personnel mentioned it. Add the 50 responses on the attitude to the 27 calling for teacher training or retraining (all but one from administrators or teachers) and we have pretty pervasive discontent. And this may be implied in that overwhelming vote on communication barriers or skills. Parental involvement, mentioned principally by administrators and teachers, may also relate to a feeling of clashing values and attitudes. Anyhow, I think this one has to be put in the survey in some form.

9. NEED: To be taught how to stay healthy and where to get proper care when they are having health problems.

   Health education in some form was mentioned in about one of five returns. It often was tied in with some form of health care services, nutrition and nutrition education, drug and alcohol abuse, or personal problems. Health care and health education are both big: health education on the part of administrators and teachers (28 of the 33 responses), health care on the part of migrants (54 of the 85 responses). I thought I'd lump these together to see whether this is more important to migrant students than to others.

10. NEED: To be taught better ways to study and to learn.

Improved study skills is not mentioned often, but extra help, tutorial programs, remedial programs, adaptation of instructional processes, etc. are mentioned often. Frances [Tipton, Administrative Assistant] and I have both worked with kids on study skills and study habits and had great results. I used it in CAMP at Pan Am [Pan American University, Edinburg, Texas] and thought it was the best thing I did with the kids. Frances used it in the Valley--especially in the Upward Bound program--with excellent results. Flora [de Hart, Academic Specialist for MAPP/ESTIMA] has really emphasized it in the MAPP/ESTIMA programs. St. Ed's CAMP also hits them. It is the sort of thing that is rarely mentioned by "them as ain't had 'em," but is pushed by everyone who has.

(3)

The consultants submitted their instrument for the final survey to the staff on April 4, 1978. The staff accepted the instrument and prepared it for distribution.

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CHAPTER FIVE: BROADENING CONCERNS

Early in the literature review and field review, it became evident that existing documentation alone would be insufficient for answering the questions posed by the work statement. State-generated documents showed a high degree of variability in format and information presented. Scientific studies of migrant students and the educational programs designed to meet their needs were found to be few in number and limited in scope. (1) Moreover, the field review indicated that even within one geographical region of a single state variations in programs, reports, and definitions of needs made comparisons difficult.

The informal and formal data collection reported in Chapter Four demonstrated that it was possible to find patterns of programmatic and individual needs from a broad cross-section of informants, and that the needs identified were of sufficient importance to justify a larger-scale investigation. Of equal importance were the inconsistencies discovered when programs and needs assessment were compared. Many needs identified in the literature review and field review apparently were not specifically incorporated in the planning of programs and components. The preliminary survey gave helpful information concerning the three homebase states, and showed further that it was possible to conduct a mail survey of various persons involved in the migrant education programs.

NEEDS ASSESSMENT

In general, needs assessment methodologies are used to establish baseline measures against which to measure program performance, or to justify the development of new programs or services. (2) The basic idea behind needs assessment is that recipients of services, or potential recipients, have particular problems that are not met by service agencies, such as educational systems. These needs are identified by the recipients themselves, or by persons with responsibilities for the programs involved. At times, the needs are recognized generally by many different types of persons, and at other times, the needs are defined in a somewhat arbitrary fashion, especially when a broad-aimed national program is applied to various sections of the country. In rare instances, the original problems disappear and leave the organizations that were set up to deal with them. One example of this is the original establishment of the Mothers' March of Dimes, which had as its original goal the alleviation of the effects of polio. When the widespread use of vaccines all but eradicated the incidence of this disease, the organization changed its goals to include all forms of birth defects. (3)

Educational systems, however, are established to meet ever-present and growing needs which are not likely to disappear. Each year, the available knowledge increases at surprising rates, and the basic knowledge necessary to participate in American life, particularly in the job market, increases accordingly. The problem for educational systems is complicated even more by the increasing awareness that subpopulations of the American public have diverse needs that require special programs and educational processes. An early indication of the awareness of special needs is evidenced by the passage of PL 89-750, and a later-day awareness is indicated by PL 94-142, yet both these laws require little in the form of empirical, baseline needs assessment for the use of educators in planning and implementing programs, or for assessing the results. Simply put, there is little in the way of existing models of needs assessment on the national level, and even less in the particular area of education. (4)

NEEDS ASSESSMENT METHODOLOGIES

There are several ways to identify educational needs at the individual and programmatic level. All of these approaches depend upon the availability of information to the respondent or organization seeking to locate needs. Persons who are not well versed in education may have great difficulty in recognizing their own needs, and organizations predominantly involved in the delivery of classroom instruction may have little information concerning the needs of students in their home settings. Additionally, recipients and program personnel may not even be aware of a need until asked about it. For these reasons, it is necessary to use several approaches in asking about needs, and it is equally necessary to ask different persons about the same needs to afford triangulation on the problem in question. (5)

Among the sources available for needs assessment are key informants, focus groups, individual recipients, and service providers. The methodologies include surveys, interviews, utilization studies, social indicators analyses and epidemiological studies. (6) The focus group is a special type of needs assessment that combines a methodology with the choice of respondents, e.g., bringing together a group of clients and service providers to discuss problems and needs. (7)

There are limitations with each type of respondent and methodology. Key informants (persons with a special form of knowledge because of their involvement) may have also experiential, political, and situational biases that affect their opinions or the statement of opinions. Focus groups tend to become polarized if two different types of involved persons are present. Utilization rates are somewhat inappropriate in educational applications; social indicators, such as literacy, scholastic achievement or general health, change slowly. Epidemiological studies are more likely to be carried out in health related programs, although the parallel in determining mental health and social adjustment in the school setting is quite obvious. (8) Furthermore, because of the time and money involved, these methodologies, along with interviews, are extremely difficult to implement on a truly national level.

Mailed surveys can reach a number of persons at low cost in terms of time and money; the flexibility of survey format can allow various checks on validity and reliability that amount to a multiple methods approach. (9) That is not to say, however, that mailed surveys are not without limitations of their own; among these are the questions of non-response, question wording, and literacy limitations of the respondents. Notwithstanding these concerns, it was determined by the Teacher Corps staff and consultants that a survey would afford the optimum use of time and the limited resources of the project.

It is hardly debatable that any need identified by a great number of persons in different parts of the country is a real need, especially if the persons represent a great diversity of ethnicities, ages, experiences, and positions in the system being studied. Another point, however, is that a need identified by only a few persons, or by only one, may well be a valid need that has escaped the attention of others. A final caution about needs assessment is that as opinions vary about the existence of needs, so do opinions vary about ways to meet the needs identified. A baseline needs assessment, or one conducted after a program is well underway, can only be meaningful if the needs are given suitable attention by those with the authority to set priorities and goals. A complete needs assessment cycle must include the incorporation of unmet needs in the next planning cycle of the program, with evaluation methods built in for considering the effectiveness of changes in attempts to meet the needs. Since migrant education programs operate with severely limited resources, emphasis in one area naturally makes impossible or difficult changes in other areas. Needs that can not be met in any program should not be part of the program plan.

SAMPLE

A sample is simply a smaller part of a universe or population that can be assumed reasonably to reflect the characteristics of the universe. The most efficient sample is the smallest number of cases that will provide the desired information and level of certainty required by the study goals. Moreover, the more that is known about the population to begin with, the easier it is to design an efficient sample. For example, if it is known that all of the migrant children from a given homebase state follow a predictable summer itinerary, then it is somewhat simple to find them along the way. Or, as another example, if it is known that a particular set of problems is characteristic of only one migrant stream, then surveys and samples can be designed to ask for relevant information only. On the other hand, the less that is known about the population to be sampled, the more necessary it becomes to use a completely random sample to the greatest extent possible, and to use a standardized set of questions. (10) The latter was found to be the case with the survey of migrant education projects. Although the Office of Education, state education agencies, and Migrant Student Record Transfer System possess a vast amount of information concerning migrant students, programs, and other data, this information was not available within the time constraints of the research project. For this reason, a complete directory of migrant projects was compiled by project staff (See Appendix D) who contacted state educational agency personnel. In this way, 1,261 projects were identified by director's name and address. Four hundred fifty-three projects were located in the Western migrant stream states, five hundred thirty-two in the Central stream states, and two hundred seventy-six in the Eastern stream states. One problem encountered was that the definition of "project" or "program" varies from state to state, so the working definition used was that a project consists of children of migrant workers, teaching personnel, and an administrator who is responsible for the project.

From the total list of projects, a sample of one hundred was selected from each stream using a table of random numbers. Replacement projects were selected at random to be used in the event of nondeliverable surveys. Additional samples were drawn from lists of institutions of higher education offering Title VII or bilingual teacher training programs and from lists of state migrant program personnel. Since these latter groups were relatively small (200 and 91, respectively) a later decision included all of the institutions and persons named.

METHODOLOGY

Six different groups of respondents were selected for inclusion in the survey: migrant students, migrant parents, teaching personnel in migrant projects, administrators of migrant projects, state migrant program personnel, and college or university personnel in departments of education with Title VII or bilingual teacher training programs. Six different sets of demographic questions were developed to gather data specific to each type of respondent (copies of these sections are found in Appendix C). Students and parents were asked questions about their travel, length of residence, and migrant status. Teaching personnel were asked to provide information concerning their experience in education in general and with migrant education, both as teachers and as migrants, if applicable. Similar questions were presented to migrant program administrators. Additionally, administrators provided information about the composition of the school district's student population.

The second part of the survey dealt with considerations of the expectations and aspirations of migrant students from the points of view of the various respondents. For example, students were asked to indicate their plans for the future; parents were asked to tell what they wanted their children to do; teachers, administrators, state migrant program personnel, and college/university teachers were asked to give information about what migrant students "should do" and what they were "likely to do." These types of questions were prompted by earlier studies conducted by St. Edward's Teacher Corps staff and consultants, and by other researchers. The third section of the surveys was a ten-item, open-ended ranking of the greatest needs of migrant students. This was intended to be a check against internal bias as well as a validation of the preliminary survey.

The fourth section was a sealed set of ten structured questions that had as response categories the combinations of comparisons of migrant students with other types of students. The purpose of this section was to allow comparisons of needs perceived by the various respondents in answer to the question posed earlier in the work statement concerning what needs are unique to migrant students, for some of the needs of migrant students are expected to be related to their low-income or predominantly minority-group status. The final section of the survey allowed the respondents to pick four of their open-ended list of needs for similar comparisons. An additional feature of the final section is that it allows the internal validation of structured responses, since the instructions called for the writing in of responses that the person considered not to have been covered by the structured responses.

Packets containing surveys for a student, parent, teacher, and administrator were mailed to one hundred projects in each stream along with a letter explaining the study and prodedures for the random selection of students, parents, and teachers. State migrant personnel and college/university personnel were also sent surveys and letters of instruction. The survey was facilitated by discussion at the Twelfth Annual National Migrant Conference at Virginia Beach, May 13-17, 1979. At that conference, the chairman asked state migrant program personnel to help in the survey, and the cooperation of these individuals was forthcoming in the weeks that followed.

At least two followup contacts by letter or telephone were made in order to assure the highest possible response rate. A few packets were returned as undeliverable, and these were replaced by projects drawn at random from the original lists. A total of three hundred packets were sent to projects, two hundred were mailed to colleges and universities, and ninety-one were sent to state migrant program personnel. Between the time of the preliminary survey and the final survey, the instruments had been field tested with a variety of persons with experience in the various facets of migrant education: CAMP students, migrant high school students in summer enrichment programs, and teachers and administrators. Over two hundred of these completed surveys were available for analysis. Their analysis made possible the precoding of the final survey.

RETURNS

Usable, completed surveys were returned from thirty-six of the Western projects, fifty-two of the Central projects, and fifty-three of the Eastern projects, for a response rate ranging from thirty-six percent to fifty-three percent, respectively. Overall, four hundred seventy-one surveys returned were complete enough for data analysis, although a great many more were returned with fragmentary information that was not included in the final analyses. A very few of the incomplete surveys returned by administrators indicated that the format was too difficult for students and parents, although it was not clear who made that judgment. Earlier field tests of the instruments with ninth and tenth graders, many of whom speak English as a second language, had not uncovered such difficulties. The most common difficulty reported by project administrators who returned the packets after followup was that they had been too busy to complete the process, or that the packet was "lost in a mountain of papers." Although the response rate was somewhat disappointing, the data analyses to be reported subsequently suggest that the returns are quite representative of the three streams' projects. Analysis of the earlier returns in comparison with those that have arrived after the cutoff date shows no significant differences.

CHARACTERISTICS OF PROJECTS AND PERSONS SAMPLED

Although surveys were returned from a total of one hundred forty-one projects, data are reported only for those projects that returned complete information for the variables reported. This procedure loses a bit of information, but the results are more meaningful when used in correlational analyses; and those variables that are not used in correlations are reported for all cases. In other words, the total number of cases remains the same as reported in the preceding section, but for any given variable the number of cases may vary slightly.

As shown in Table 5.1, the average size of the school districts in which the migrant projects are located is 1,890. The average size of district by stream are as follows: Western, 1,069; Central, 1,061; and Eastern, 5,401. Individual districts ranged in size from under 100 to over 20,000. The average size of the community in which the projects are found ranges from 3,801 to 9,151 with an overall average community size of 5,956. Individual community sizes spanned a range from under 500 to over 500,000. The characteristics of the enrolled students are also shown in Table 5.1. The school districts in the Western stream reported the highest average percentage of Mexican-American students; the Eastern stream schools reported the highest percentage of black students. Similar patterns hold for migrant students as well, but Anglo migrants are more numerous in the Central and Eastern streams in comparison with the percentage reported in the Western stream. Black migrants and others make up the bulk of the percentages in the Eastern stream. Some districts reported no migrants of certain ethnic groups, but high percentages of others. Therefore, the average percentages do not add to 100 percent. Clearly, the overall composition of the migrant student component of school enrollments differs considerably from stream to stream.

TABLE 5.1

District Characteristics

	Western (n=25)	Central (n=45)	Eastern (n=46)	Total
K-12 Headcount	1,069	1,061	5,401	1,890
Size of Community	5,201	3,801	9,151	5,956
% Headcount, Mexican-American	32.00	14.20	3.24	13.53
% Headcount, Black	3.21	9.82	23.13	13.77
% Headcount, Anglo	54.96	56.76	51.89	54.44
% Headcount, Other	1.96	1.13	2.11	1.70
% Headcount, Migrant	12.82	12.20	3.78	8.72
% Migrants, Mexican-American	82.88	40.42	27.20	43.99
% Migrants, Black	0.33	9.24	32.34	16.47
% Migrants, Anglo	5.29	22.76	19.48	17.80
% Migrants, Other	0.21	3.16	8.89	4.84

The survey respondents were asked to indicate their ethnicity in the demographic sections of the surveys, and the results appear in Table 5.2 for those who answered that question. The general patterns evident reflect those shown in the preceding table. Over 50 percent of the respondents in the Western stream are Mexican-American, and over 45 percent are Anglos. The Central stream is predominantly Anglo (72.5%) with 22.2 percent Mexican-American and very few blacks and others. The Eastern stream respondents were 52.4 percent Anglo, 22.6 percent black, and only 11.9 percent Mexican-American. Slightly over 13 percent of the Eastern stream are classified as other, most likely Puerto Rican. The same table allows more precise comparisons; for example, all of the parents and students responding in the Western stream are Mexican-American, while most of the administrators are Anglo. Over 86 percent of the Central stream project administrators are Anglo, while 11.4 percent are Mexican-Americans. Fifty-eight percent of the Central stream parents are Anglo, as are 51.6 percent of the students. In the Eastern stream, 28.6 percent of the parents and 29.4 percent of the students are black. In short, the proportionate representation of the respondents reflects roughly the ethnic makeup of the school districts, and, once again, the differences among the streams are quite evident.

Another set of characteristics that describe the respondents consists of the age and years of schooling of administrators, teachers, and parents. These are presented in Table 5.3. The average age of all administrators is near 44 years, and varies only slightly from stream to stream. The average age of parents and teachers is in the mid-thirties, while the student ages average from 12.85 years to 15.50 years across the three streams. With the exception of the students and the state program personnel in the Central stream, the respondents are more homogeneous in terms of this characteristic than one would expect. This could indicate that more experienced teachers and administrators are assigned to migrant projects, and that the parents who were included in the sample may have been selected by administrators on the basis of the parents' being older and having more children in the projects. Thirty-six percent of the teachers were bilingual (Spanish-English) and 8 percent were themselves children of migrant parents.

The educational attainment of administrators, on the whole, is greater than that of teachers. The Western stream parents have the lowest average years of schooling completed--significantly lower than the other two streams. Conversely, the students sampled from the Western stream were the oldest in the sample and had completed the most years of schooling.

Considered as a whole, the sample of projects and persons is quite diverse. Even though the subsamples are small in some instances, e.g., that consisting of Western stream students, the total sample contains a broad cross-section of projects and persons who, by virtue of their ages and years of schooling, can be expected to give a fairly complete picture of the needs of migrant students.

RESPONSES TO THE OPEN-ENDED QUESTIONS

Each person responding to the survey was given the opportunity to list the ten greatest educational needs of migrant students perceived by the respondent. These needs were to be listed in order from the greatest need through the tenth greatest need. Each need was coded on the basis of six independent judgments into one of sixty-three categories derived from the preliminary survey. The consistency of the judges was used as an estimate of the reliability of the coding procedure, and any code that

TABLE 5.2

Ethnicity of Respondents

							Stream					
	Western				Central				Eastern			
Ethnicity[1]	MA	B	A	O	MA	B	A	O	MA	B	A	O
Position												
Administrator	2	0	21	1	5	1	38	0	1	8	32	3
Teacher	7	0	10	0	6	3	32	0	5	7	26	3
Parent	12	0	0	0	9	1	14	0	5	8	8	7
Student	14	0	0	0	12	1	16	2	9	10	7	8
College	9	0	8	1	3	0	13	0	0	2	6	1
State	7	1	7	1	2	0	8	1	0	3	9	0

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[1] MA = Mexican-American
B = black
A = anglo
O = other

TABLE 5.3

Age and Education of Respondents

Western Stream	Administrator	Teacher	Parent	Student
Average Age	42.88	36.47	33.83	15.50
Average Schooling	16.74	15.94	7.55	9.29[1]
Central Stream				
Average Age	44.02	37.83	36.23	13.23
Average Schooling	15.40	14.72	9.76	7.87[1]
Eastern Stream				
Average Age	44.59	35.49	33.57	12.85
Average Schooling	16.22	15.60	10.00	6.91[1]

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[1] present grade in school

was missed by more than one of the six was changed to indicate that the need was ambiguously worded. The resulting coding scheme was checked by two other persons, and the average consistency achieved was between 87 and 94 percent, meaning that all eight coders agreed on between 87 and 94 out of each one hundred needs written by the respondents. The major disagreements came from coders reading "between the lines," e.g., in reading a response such as "better schools" as "improved facilities." These types of multiple meaning answers were coded as ambiguous.

Tables 5.4 and 5.5 show the rankings of educational needs and other, related needs, respectively. It should be recalled that the needs assessment carried out in the preliminary survey sampled respondents in California, Florida, and Texas, so the change in rankings of the national survey is to be expected. For example, "language/communication skills" was the most frequently mentioned need in the preliminary survey, but would be tied for third place with "education in general" in the national survey, with 41 percent of the respondents ranking either one somewhere between first and tenth in order of importance. Each need listed was mentioned at least once by a respondent, but the rounding of percentages to the nearest whole percent results in zeroes in numerous places in the table. The distribution of needs across the rankings indicates considerable differences of opinion concerning what is most needed by migrant students. For example, "bilingual/ESL programs" is ranked mostly in the top five needs, while "understand culture/cultural differences" is more evenly distributed among the ranks. At the end of Table 5.4 are two rows labeled "% missing" and "% other." The missing observations show in general that not all respondents listed ten needs, although all listed at least one. The reason that one percent is "missing" from the first ranking column is that some respondents indicated that all the needs were of equal importance, so no relative ranking was assigned to these responses. Nearly 450 persons ranked needs so a percentage around 10 percent means that approximately 45 persons ranked the need at that level. Not only are the rankings of the needs quite variable, but also the number of needs mentioned is great--well over fifty-one different needs were identified. Only fifty-one are listed because some of the responses were ambiguous, as described above.

Table 5.5 lists the "other" needs noted in Table 5.4. As was the case in the preliminary survey, the national sample ranks "medical/dental/health care" as the greatest noneducational need of the migrant students. "Improved housing," "increased wages/employment," "food/nutrition," "clothing," and "parental involvement" also ranked high in the national survey. "Financial/welfare assistance," "improved travel conditions," "financial assistance for school," "recreation/recreational facilities," "improved child care/facilities," "greater funding for education projects," and the lower-ranking preliminary survey needs may be particular problems of the homebase states that are not so evident when the migrants are traveling.

Clearly, a great diversity and number of needs exist that are likely to be different from one project to another, considering the distributions of the responses given. However, no new needs were uncovered in the larger survey's open-ended responses. Moreover, on a stream-by-stream basis of comparison the needs were distributed quite evenly by frequency and ranking, and no significant differences were discovered.

RESPONSES TO STRUCTURED NEEDS STATEMENTS

Although the open-ended responses contain a great deal of information, it is unclear in the case of many needs whether the need is a migrant need, a minority-student need, or a general need of all students. For this reason, the structured portion of the surveys was designed in such a way as to determine the uniqueness to migrant students of the ten needs listed. Given the great diversity of projects and persons comprising the national sample, it is to be expected that a similar diversity would be found to exist among the streams in response to the questions about the relative needs of migrant students. However, with few exceptions, this turned out not to be the case. Recalling the differing demographic characteristics of the respondents in each stream and the project characteristics, the findings that follow are quite remarkable.

SELF-CONFIDENCE AND BEHAVIOR

The first structured set of responses centered on the self-image and behavior aspects of migrant student needs. This area was one of the higher-ranking and more-frequently named open-ended response categories (see Table 5.4). Table 5.6 gives the percentages of respondents, by stream, to each of the seven comparisons listed. The table shows a clear pattern of differences that will pertain to later tables as well. Overall, the respondents perceive migrant students' needs in self-concept and behavior to be greater than those of other students (part A). Only in the Central stream did the majority of respondents indicate that the needs were "the same as" or "less than" those of non-migrant students. In all comparisons (A through D) only a handful of respondents considered migrant student needs to be less than those of other kinds of students. The comparison of migrant students with minority students (B) suggests that a portion of the needs of migrant students can be attributed to their minority status, comparing B with A. The percentages indicating "more than" in part B are considerably lower than those in part A. A similar reduction in this response category is shown in part C, comparing migrant students with other low income students. Part D suggests that at least part of the self-concept and behavior needs perceived is independent of the low-income, minority status of the majority of migrants, with between 15.8 percent and 24.8 percent of the answers stating that the needs are "more than" other low-income, minority students. Comparisons E through G allow the ranking of the three ethnic groups of migrants in relation to one another; the needs of Mexican-Americans are perceived to be greatest, followed by blacks, then whites. At the very least, it can be stated that the needs of the various ethnic groups are different one from another, but all migrant students appear to be handicapped by the condition of migrancy, independent of the influences of other sociodemographic characteristics.

HOME LANGUAGE

Like the preceding question, this need has two parts: the first pertains to the language spoken at home, and the second pertains to special help with English. Table 5.7 gives the percentages of responses to the comparisons requested. Across streams, the majority of answers place the needs of migrant students above those of non-migrant students (part A). This is certainly not news. However, comparisons B through D indicate a greater effect of migrant status than that found in the self-concept/behavior cluster. Although there is a considerable reduction in the "more than" percentages going from A to B, the combinations of effects of income and minority group membership compared in B through D suggest strongly that language needs are perceived to be unique to migrants in a considerably numerous set of responses. Additionally, the responses to part E support general contentions that black, migrant students (perhaps most black students) have special language needs. Once again, the needs of Mexican-American migrants appear to be the greatest among the migrant students, which, in the special area of language, is to be expected. The special needs recognized to exist for white students (part F) could mean that they simply need special help in studying English rather than "learning English."

TABLE 5.4

Educational Needs Identified in National Survey (n=445)

Rank in Preliminary Survey	Need	Total % Mentioned	Percentage Ranking in National Survey as: 1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
1	Language/Communication Skills	(41)	6	9	8	5	3	4	2	1	2	1
2	Bilingual/ESL Programs	(50)	14	10	7	7	4	2	2	2	1	1
3	Improve school personnel's attitude toward migrant students	(32)	5	4	4	3	4	3	3	2	3	1
4	Self-awareness/self-concept	(73)	14	8	11	8	6	7	5	4	5	5
5	Adapt/improve the instruction	(17)	3	3	2	2	2	2	1	1	0	1
6	Understand culture/ cultural differences	(17)	1	1	3	2	2	2	1	2	1	2
7	Vocational education	(18)	2	1	2	2	2	2	4	2	1	0
8.5	Tutorial/extra help	(20)	4	1	3	3	2	1	2	1	1	2
8.5	Health/nutrition/safety education	(15)	0	2	2	1	0	2	2	3	2	1
10	Career education/career counseling	(22)	0	2	2	4	1	3	4	3	2	1
11	Teacher training/ retraining	(5)	0	1	1	0	1	1	0	1	0	0
12	Reading	(33)	13	8	6	2	2	0	0	1	1	0
13	Education in general	(41)	10	5	4	3	4	3	4	3	3	2
14	Leadership training/ opportunities for migrant students	(2)	0	0	0	0	1	0	0	0	1	0
15	Value identification change	--	0	0	0	0	0	0	0	0	0	0

Rank in Preliminary Survey	Need	Total % Mentioned	Percentage Ranking in National Survey as:									
			1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
16	Personal relationships	--	0	0	0	0	0	0	0	0	0	0
17	Math	(36)	1	9	9	5	2	3	2	2	2	1
19.5	Student effort to attend regularly	--	0	0	0	0	0	0	0	0	0	0
19.5	Use of data on student progress	(6)	1	1	1	1	1	0	0	0	0	1
19.5	Greater educational opportunities, college/financial	(10)	1	2	1	0	0	1	1	1	1	2
19.5	Drug/alcohol education	(7)	0	0	0	1	0	2	1	1	1	1
22.5	Personal counseling	(6)	0	2	1	1	1	0	1	0	0	0
22.5	General counseling	(7)	0	2	1	1	1	0	1	0	1	0
24	Parent interest/support	(6)	1	2	1	1	0	0	1	0	0	0
25	Consumer education	(9)	0	0	0	2	2	2	0	1	1	1
26.5	Remedial programs	--	0	0	0	0	0	0	0	0	0	0
26.5	Educational information	--	0	0	0	0	0	0	0	0	0	0
28.5	Experiential activities/programs	(5)	0	0	0	1	1	0	1	1	1	0
28.5	Extracurricular activities	(2)	0	0	0	1	0	0	0	0	1	0
31.5	Motivation	--	0	0	0	0	0	0	0	0	0	0
31.5	Coping and social skills	--	0	0	0	0	0	0	0	0	0	0
31.5	Education for talented/gifted	--	0	0	0	0	0	0	0	0	0	0
31.5	School encourage attendance	--	0	0	0	0	0	0	0	0	0	0
			76	77	69	56	42	40	38	32	31	23
	% Missing		1	5	5	11	19	29	35	42	48	52
	% Other		23	18	26	33	39	31	27	26	21	25
	Total		100	100	100	100	100	100	100	100	100	100

NOTE: All percentages are rounded to nearest percent.

TABLE 5.5

Other Needs Identified in National Survey

Rank in Preliminary Survey	Need	Total % Mentioned	Percentage Ranking in National Survey as:									
			1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
1	Medical/dental/health care	(41)	3	4	4	7	7	6	3	3	2	2
2	Improved housing	(12)	1	2	1	2	1	1	2	1	1	0
3	Increased wages/employment	(13)	1	1	2	2	2	1	0	2	1	1
4	Financial/welfare assistance	--	0	0	0	0	0	0	0	0	0	0
5	Food/nutrition	(10)	1	1	1	2	2	2	1	0	0	0
6	Improved travel conditions	--	0	0	0	0	0	0	0	0	0	0
7	Clothing	(11)	0	1	1	2	2	1	1	1	1	1
8	Financial assistance for school	--	0	0	0	0	0	0	0	0	0	0
9	Recreation/recreational facilities	--	0	0	0	0	0	0	0	0	0	0
11.5	Improved child care/ facilities	--	0	0	0	0	0	0	0	0	0	0
11.5	Parental involvement	(7)	0	1	1	1	1	0	1	0	1	1
11.5	Improved family relations	(2)	0	0	0	0	1	1	0	0	0	0
11.5	Parent education/literacy	(3)	1	0	1	0	0	1	0	0	0	0
14	Greater funding for education projects	--	0	0	0	0	0	0	0	0	0	0
15.5	Awareness of community resources	--	0	0	0	0	0	0	0	0	0	0
15.5	People who care/love/ friends	(5)	0	1	1	1	1	0	0	0	0	1
17.5	Financial assistance information	--	0	0	0	0	0	0	0	0	0	0

Rank in Preliminary Survey	Need	Total % Mentioned	Percentage ranking in National Survey as:									
			1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
17.5	Training for parent involvement	--	0	0	0	0	0	0	0	0	0	0
	Total % included as "Other" in Table 5.4		7	11	12	17	17	13	8	7	6	6

TABLE 5.6

Percentage of Responses by Stream[1]
(n=371: Administrators, Teachers, Parents, Students)

NEED: To become self-confident (e.g., self-motivated to meet their own goals and standards), and to learn to behave appropriately (e.g., dress, forms of courtesy, relevant body-language) among people of other groups.

		Western	Central	Eastern
A. Migrant students' needs in this area are … non-migrant students' needs.	1. less than	4.6	3.6	3.6
	2. the same as	44.6	47.9	42.3
	3. more than	50.8	48.6	54.0
B. Migrant students' needs in this area are … minority students' needs.	1. less than	4.6	6.5	5.2
	2. the same as	70.8	73.9	65.2
	3. more than	24.6	19.6	29.6
C. Migrant students' needs in this area are … other low income students' needs.	1. less than	9.2	8.5	5.1
	2. the same as	70.8	68.1	61.8
	3. more than	20.0	23.4	33.1
D. Migrant students' needs in this area are … other low income, minority students' needs.	1. less than	7.7	10.1	6.8
	2. the same as	73.8	74.1	68.4
	3. more than	18.5	15.8	24.8
E. Black, migrant students' needs in this area are … white, migrant students' needs.	1. less than	4.2	2.4	8.1
	2. the same as	66.7	71.8	57.8
	3. more than	29.2	25.8	34.1
F. White, migrant students' needs in this area are … Mexican-American, migrant students' needs.	1. less than	23.7	22.2	31.1
	2. the same as	71.2	71.4	57.6
	3. more than	5.1	6.3	11.4
G. Mexican-American, migrant students' needs in this area are … black, migrant students' needs.	1. less than	11.5	12.6	8.7
	2. the same as	61.5	68.1	63.5
	3. more than	26.9	19.3	27.8

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[1] Rounded percentages do not all add to 100%.

TABLE 5.7

Percentage of Responses by Stream[1]
(n=371: Administrators, Teachers, Parents, Students)

NEED: To be taught in their home language while they have special help in learning English.

		Western	Central	Eastern
A. Migrant students' needs in this area are ... non-migrant students' needs.	1. less than	1.6	6.8	6.0
	2. the same as	30.2	42.1	35.8
	3. more than	68.3	51.1	58.2
B. Migrant students' needs in this area are ... minority students' needs.	1. less than	3.2	8.5	6.8
	2. the same as	53.2	60.8	47.4
	3. more than	43.5	30.8	45.9
C. Migrant students' needs in this area are ... other low income students' needs.	1. less than	3.2	5.3	3.0
	2. the same as	44.4	63.2	44.0
	3. more than	52.4	31.6	53.0
D. Migrant students' needs in this area are ... other low income, minority students' needs.	1. less than	1.6	9.8	3.0
	2. the same as	53.2	64.4	50.4
	3. more than	45.2	25.8	46.6
E. Black, migrant students' needs in this area are ... white, migrant students' needs.	1. less than	24.5	11.6	11.6
	2. the same as	61.2	68.6	65.1
	3. more than	14.3	19.8	23.3
F. White, migrant students' needs in this area are ... Mexican-American, migrant students' needs.	1. less than	55.2	43.5	49.6
	2. the same as	34.5	49.2	44.1
	3. more than	10.3	7.3	6.3
G. Mexican-American, migrant students' needs in this area are ... black, migrant students' needs.	1. less than	3.8	9.3	4.8
	2. the same as	34.6	44.9	38.9
	3. more than	61.5	45.8	56.3

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[1] Rounded percentages do not all add to 100%.

JOBS AND "LIFE"

The third structured set of questions deals with learning about different kinds of jobs and life opportunities. In its most general sense, the questions encompassed career education, vocational education and counseling, which comprised significant clusters of responses in the open-ended portion of the surveys. The normal pattern of greater migrant student needs prevails in the comparisons shown in Table 5.8, part A. The ethnic and income effects, parts B through D, are still evident, but are less than those for language. However, none of the respondents in the Western stream indicated that the needs of migrant students are "less than" those of other low-income, minority students, and this is the first such instance noted. The intra-group comparisons, E through G, imply that the needs of white, migrant students are quite low when compared to the others, and that those of Mexican-American migrant students are the greatest.

DRUGS AND ALCOHOL

The comparisons of needs concerning the use and abuse of drugs and alcohol are in Table 5.9. For the first time, the needs of migrants compared with those of other types of students are not quite so unbalanced. For example, in comparisons B through D, the differences between percentages of "less than" and "more than" responses are within 8 to 15 percentage points, suggesting that drug and alcohol information needs of the migrants are slightly greater than those of other types of students. This need was among the more infrequently mentioned ones derived from analysis of the open-ended responses, but one that was expected to run higher among migrant students. That this is not the case compared with the other needs discussed thus far, is a rather bright spot in the overall study. This is especially the case in light of the reported findings concerning the self-concept needs of migrant students; it can be implied that there exists little evidence for a link between the need for knowledge about drug and alcohol use and abuse and the generally perceived self-concept and behavior needs of migrant students. One might infer further that the need for learning about the dangers of drugs and alcohol reflects the incidence of abuse or use, at least. If this is the case, the needs of migrant students in this area are encouragingly moderate.

THE USE OF MONEY

The response set captures the cluster of needs reflected in the "consumer education" responses of the open-ended responses. Included also might be the general money problems of low-income families. Table 5.10 presents the now familiar patterns of comparisons. Like the drug and alcohol cluster, the money use need appears to be only moderately greater for migrant students when compared to other low-income, minority student groups. The single effects of low income or minority group status (B and C) still appear to be considerably less than the effects of migrancy. Again, Mexican-American migrant students are perceived as having the greatest needs in this area, followed by black migrant students, with white migrant students perceived as having the least need.

CONTINUITY

Perhaps the most loaded of all the needs statements suggests that schools teach the same things at the same grade and in the same order. This question is "loaded" in that it denies the need for individualized instruction within schools and within subject matter content areas. However, the intent of the comparisons requested was to determine, once again, the relative needs of migrant students, notwithstanding the difficulties, or impossibilities, associated with such an educational process. Table 5.11

TABLE 5.10

Percentage of Responses by Stream[1]
(n=371: Administrators, Teachers, Parents, Students)

NEED: To be taught how to use money to get the greatest benefit.

		Western	Central	Eastern
A. Migrant students' needs in this area are	1. less than	6.1	6.5	2.0
	2. the same as	47.0	46.4	46.3
non-migrant students' needs.	3. more than	47.0	47.1	51.7
B. Migrant students' needs in this area are	1. less than	4.5	4.4	2.7
	2. the same as	71.2	72.8	74.1
minority students' needs.	3. more than	24.2	22.8	23.1
C. Migrant students' needs in this area are	1. less than	4.6	5.1	4.8
	2. the same as	80.0	75.7	72.1
other low income students' needs.	3. more than	15.4	19.1	23.1
D. Migrant students' needs in this area are	1. less than	7.7	7.4	4.8
	2. the same as	81.5	77.9	74.7
other low income, minority students' needs.	3. more than	10.8	14.7	20.5
E. Black, migrant students' needs in this area are	1. less than	3.6	6.5	4.2
white, migrant students' needs.	2. the same as	78.2	73.2	75.7
	3. more than	18.2	20.3	20.1
F. White, migrant students' needs in this area are	1. less than	16.4	12.7	16.9
Mexican-American, migrant students' needs.	2. the same as	78.7	75.4	72.1
	3. more than	4.9	11.9	11.0
G. Mexican-American, migrant students' needs in this area are	1. less than	8.8	12.6	6.8
black, migrant students' needs.	2. the same as	75.4	73.1	78.0
	3. more than	15.8	14.3	15.2

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[1] Rounded percentages do not all add to 100%.

TABLE 5.11

Percentage of Responses by Stream[1]
(n=371: Administrators, Teachers, Parents, Students)

NEED: For schools to teach the same things at the same grade and in the same order.

		Western	Central	Eastern
A. Migrant students' needs in this area are non-migrant students' needs.	1. less than	11.9	8.6	8.5
	2. the same as	30.5	32.9	29.6
	3. more than	57.6	58.6	62.0
B. Migrant students' needs in this area are minority students' needs.	1. less than	5.1	5.8	4.3
	2. the same as	55.9	50.0	43.3
	3. more than	39.0	44.2	52.5
C. Migrant students' needs in this area are other low income students' needs.	1. less than	6.9	7.1	6.4
	2. the same as	55.2	49.3	45.4
	3. more than	37.9	43.6	48.2
D. Migrant students' needs in this area are other low income, minority students' needs.	1. less than	5.2	5.8	3.5
	2. the same as	53.4	52.6	50.4
	3. more than	41.4	41.6	46.1
E. Black, migrant students' needs in this area are white, migrant students' needs.	1. less than	4.3	4.8	5.8
	2. the same as	74.5	76.2	73.2
	3. more than	21.3	19.0	21.0
F. White, migrant students' needs in this area are Mexican-American, migrant students' needs.	1. less than	13.0	15.6	11.5
	2. the same as	75.9	74.2	77.1
	3. more than	11.1	10.2	11.5
G. Mexican-American, migrant students' needs in this area are black, migrant students' needs.	1. less than	8.2	4.2	4.7
	2. the same as	71.4	79.2	74.0
	3. more than	20.4	16.7	21.3

---

[1] Rounded percentages do not all add to 100%.

summarizes the perceptions of the persons surveyed, and it appears that even this idealistic need statement might hold feasibility for migrant students. Only one person, an administrator at the state level, took exception to the statement. The comparisons indicate again that the needs of migrant students are much greater in this area than are the needs of other types of students. Part D shows that the effects of migrancy are much more significant than the combined effects of low income and minority group status on non-migrant students. Mexican-American migrant students' needs are greatest among the migrant students.

EXTRA HELP

The cluster of open-ended responses consisting of remedial programs and tutorial services is reflected in this need area. Comparison A in Table 5.12 indicates the greatest disparity of all the ten structured needs questions, and although the effects of low income and/or minority group status are considerable, the migrant students are seen to have particularly great needs even when these effects are taken into account. Comparisons E through G suggest strongly that the needs of the three ethnic groups compared are quite different. The needs of black, migrant students and Mexican-American, migrant students are seen to be greater than those of the Anglo students by between 20 and 30 percent of the persons. The needs of the Mexican-American students exceed those of the black students by a few percentage points in each stream.

UNDERSTANDING TEACHERS

This category of responses was a frequently mentioned item in the open-ended responses, and shows a great disparity to exist in comparison to the needs of non-migrant students (part A, Table 5.13). Black migrant students and Mexican-American migrant students are shown to have significantly greater needs than white migrants, although all three ethnic groups are perceived to have needs significantly greater than those of non-migrants. A noteworthy point of this set of comparisons is that administrators and teachers answered overwhelmingly "more than" for comparisons A through D, even though that response could be taken to reflect unfavorably upon them. Conversely, it could be that administrators and teachers in migrant projects are more understanding of migrant students' problems, and they consider this to be of extreme importance in their duties.

HEALTH CONCERNS

A great number of persons provided open-ended responses that express concerns in regard to the health of migrant students. This high level of concern is reflected in this structured needs question. Table 5.14 summarizes the data. Comparison A reinforces the earlier findings that show the health of migrant students to be of great importance. Knowledge of how to stay healthy and of where to go for assistance are, quite obviously, necessary for migrant students more so than for others. Furthermore, as shown by comparison D, this is not highly dependent on low income or minority group characteristics. Even though the needs of these disadvantaged, non-migrant populations are known to be particularly great, the same needs among migrant students are far greater.

BETTER WAYS TO STUDY AND LEARN

The final structured set of comparisons follows the same general direction as the earlier ones. As Table 5.15 shows, this, too, is a greater need for migrant students. Just what constitutes better ways is a problem for educators in general, and the par-

TABLE 5.12

Percentage of Responses by Stream[1]
(n=371: Administrators, Teachers, Parents, Students)

NEED: Extra help in their studies.

		Western	Central	Eastern
A. Migrant students' needs in this area are non-migrant students' needs.	1. less than	1.5	4.9	.7
	2. the same as	18.5	18.9	16.3
	3. more than	80.0	76.2	83.0
B. Migrant students' needs in this area are minority students' needs.	1. less than	1.5	1.4	2.0
	2. the same as	40.0	41.8	40.8
	3. more than	58.5	56.7	57.1
C. Migrant students' needs in this area are other low income students' needs.	1. less than	0.0	2.8	2.7
	2. the same as	50.8	46.2	47.6
	3. more than	49.2	51.0	49.7
D. Migrant students' needs in this area are other low income, minority students' needs.	1. less than	3.1	4.3	3.4
	2. the same as	50.8	48.2	46.9
	3. more than	46.2	47.5	49.7
E. Black, migrant students' needs in this area are white, migrant students' needs.	1. less than	1.8	6.3	3.5
	2. the same as	78.2	68.8	70.1
	3. more than	20.0	25.0	26.4
F. White, migrant students' needs in this area are Mexican-American, migrant students' needs.	1. less than	16.4	24.4	23.0
	2. the same as	72.1	60.3	65.9
	3. more than	11.5	15.3	11.1
G. Mexican-American, migrant students' needs in this area are black, migrant students' needs.	1. less than	7.1	4.0	3.0
	2. the same as	66.1	66.9	66.7
	3. more than	26.8	29.0	30.3

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[1] Rounded percentages do not all add to 100%.

TABLE 5.13

Percentage of Responses by Stream[1]
(n=371: Administrators, Teachers, Parents, Students)

NEED: Teachers who understand their problems and their way of life.

		Western	Central	Eastern
A. Migrant students' needs in this area are ... non-migrant students' needs.	1. less than	1.5	3.5	2.7
	2. the same as	27.7	35.2	22.6
	3. more than	70.8	61.3	74.7
B. Migrant students' needs in this area are ... minority students' needs.	1. less than	3.1	4.3	1.4
	2. the same as	47.7	57.1	56.6
	3. more than	49.2	38.6	42.1
C. Migrant students' needs in this area are ... other low income students' needs.	1. less than	3.1	4.2	4.1
	2. the same as	47.7	54.9	55.5
	3. more than	49.2	40.8	40.4
D. Migrant students' needs in this area are ... other low income, minority students' needs.	1. less than	0.0	3.6	4.1
	2. the same as	57.8	61.4	58.2
	3. more than	42.2	35.0	37.7
E. Black, migrant students' needs in this area are ... white, migrant students' needs.	1. less than	3.6	3.1	4.2
	2. the same as	69.1	72.7	70.6
	3. more than	27.3	24.2	25.2
F. White, migrant students' needs in this area are ... Mexican-American, migrant students' needs.	1. less than	21.3	20.2	24.6
	2. the same as	67.2	69.8	68.7
	3. more than	11.5	10.1	6.7
G. Mexican-American, migrant students' needs in this area are ... black, migrant students' needs.	1. less than	8.9	7.3	3.8
	2. the same as	64.3	69.9	72.5
	3. more than	26.8	22.8	23.7

---

[1] Rounded percentages do not all add to 100%.

TABLE 5.14

Percentage of Responses by Stream[1]
(n=371: Administrators, Teachers, Parents, Students)

NEED: To be taught how to stay healthy and where to get proper care when they are having health problems.

		Western	Central	Eastern
A. Migrant students' needs in this area are non-migrant students' needs.	1. less than	3.1	2.1	.7
	2. the same as	27.7	44.7	32.0
	3. more than	69.2	53.2	67.3
B. Migrant students' needs in this area are minority students' needs.	1. less than	1.5	2.9	2.0
	2. the same as	47.7	65.5	51.0
	3. more than	50.8	31.7	46.9
C. Migrant students' needs in this area are other low income students' needs.	1. less than	1.5	2.8	2.0
	2. the same as	53.8	71.6	59.2
	3. more than	44.6	25.6	38.8
D. Migrant students' needs in this area are other low income, minority students' needs.	1. less than	1.5	5.0	3.4
	2. the same as	58.5	71.2	58.5
	3. more than	40.0	23.7	38.1
E. Black, migrant students' needs in this area are white, migrant students' needs.	1. less than	1.8	1.6	5.6
	2. the same as	81.8	80.0	77.5
	3. more than	16.4	18.4	16.9
F. White, migrant students' needs in this area are Mexican-American, migrant students' needs.	1. less than	14.8	15.5	17.0
	2. the same as	78.7	76.0	79.3
	3. more than	6.6	8.5	3.7
G. Mexican-American, migrant students' needs in this area are black, migrant students' needs.	1. less than	1.8	5.7	2.3
	2. the same as	71.4	79.5	81.1
	3. more than	26.8	14.8	16.7

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[1] Rounded percentages do not all add to 100%.

TABLE 5.15

Percentage of Responses by Stream[1]
(n=371: Administrators, Teachers, Parents, Students)

NEED: To be taught better ways to study and to learn.

		Western	Central	Eastern
A. Migrant students' needs in this area are ... non-migrant students' needs.	1. less than	1.6	.7	.7
	2. the same as	40.6	40.8	33.3
	3. more than	57.8	58.5	66.0
B. Migrant students' needs in this area are ... minority students' needs.	1. less than	3.1	2.1	1.4
	2. the same as	60.9	58.6	60.5
	3. more than	35.9	39.3	38.1
C. Migrant students' needs in this area are ... other low income students' needs.	1. less than	1.6	3.5	1.4
	2. the same as	70.3	59.9	61.9
	3. more than	28.1	36.6	36.7
D. Migrant students' needs in this area are ... other low income, minority students' needs.	1. less than	1.6	2.9	2.7
	2. the same as	70.3	70.0	67.3
	3. more than	28.1	27.1	29.9
E. Black, migrant students' needs in this area are ... white, migrant students' needs.	1. less than	1.9	3.1	2.1
	2. the same as	77.8	78.9	76.4
	3. more than	20.4	18.0	21.5
F. White, migrant students' needs in this area are ... Mexican-American, migrant students' needs.	1. less than	15.0	15.4	14.9
	2. the same as	78.3	73.1	79.9
	3. more than	6.7	11.5	5.2
G. Mexican-American, migrant students' needs in this area are ... black, migrant students' needs.	1. less than	3.6	4.0	6.1
	2. the same as	70.9	75.8	77.3
	3. more than	25.5	20.2	16.7

---

[1] Rounded percentages do not all add to 100%.

ticular needs of migrant students are even greater than those of other students. Once again, among migrant students there are considerable differences based upon ethnicity, and Mexican-American students are perceived as having the greatest needs among the migrant groups.

ETHNIC DIFFERENCES

The patterns shown in the answers to the structured portion of the questionnaire are so consistent that they are very unlikely to have happened by chance. Smaller differences among the three major ethnic groups were just about as expected, considering the differing ethnic makeup of the three streams. Although the number of Puerto Ricans in the sample was quite low, as expected, this group probably would have shown differing patterns of needs compared with the other ethnic groups of migrants. Only considerations of time and money kept this group, and other ethnic groups, from being included in the comparisons made. It must be stressed that this in no way was intended to slight these groups. With little doubt, it can be stated that the needs of the less numerous groups, such as Puerto Ricans and Indo-Chinese, are greater than those of the others in many instances.

OTHER PATTERNS OF NEEDS

To a large extent, the consistency of perceptions across streams in spite of the diversity of the persons and projects involved attests to the validity of the findings. Another consistent pattern is shown by the earlier mentioned comparisons of the structured questions with the open-ended needs derived from the national survey. However, within each stream, another significant set of patterns emerged. Table 5.16 is an example of this. The ten structured sets of responses found in Tables 5.6 through 5.15 were examined further by the positions of the respondents in each stream: administrators, teachers, parents, and students. Comparisons A through D for each stream followed the response pattern shown in Table 5.16. Without exception, each stream and need demonstrated the same phenomenon in the 120 possible instances (10 needs x four comparisons x three streams). Administrators and teachers perceived the needs to be greater than those perceived by the parents and students. Because of this, tests of significance were applied comparing administrators with teachers, and parents with students. The resulting data are reported in Tables 5.17 and 5.18, respectively.

Table 5.17 shows that the systematic differences exemplified by Table 5.16 are significant only in four of the comparisons of teachers and administrators. Since the "same as" response is scored as "2," both groups tend to find migrant needs to be greater, but in the matter of degree there is some disagreement. In the comparison of the needs of migrant students with those of non-migrant students to be taught in their home language (Language A), teachers find the need to be significantly greater. There is disagreement between the two groups concerning the needs of black migrants compared with white migrants in learning about jobs (Job E). Teachers consider the migrants' needs in money concerns to be greater than non-migrants moreso than do administrators (Money A). Finally, on the point of the need for understanding teachers, administrators see a greater need than do teachers in the comparison of migrant students with other low-income, minority students. The teachers seem to find more similarity in the needs of the two types of students.

Table 5.18 affords a similar analysis of the differences between parents and students. Once again, in spite of the regularity of the comparisons noted earlier, the systematic differences between parents and students are significant only in five in-

TABLE 5.16

Example of Cross Tabulation of Responses

```
                    POSITION
           COUNT   I
          ROW PCT  IADMINIS   TEACHER   PARENT    STUDENT      ROW
          COL PCT  I                                           TOTAL
          TOT PCT  I      1  I      2  I      3  I      4  I
SELF01    ---------I---------I---------I---------I---------I
                1  I      0  I      1  I      1  I      3  I      5
  LESS THAN        I      0  I   20.0  I   20.0  I   60.0  I    3.6
                   I      0  I    2.6  I    3.7  I   10.0  I
                   I      0  I     .7  I     .7  I    2.1  I
                  -I---------I---------I---------I---------I
                2  I     21  I     14  I     13  I     19  I     67
  SAME AS          I   31.3  I   20.9  I   19.4  I   28.4  I   47.9
                   I   46.7  I   36.8  I   48.1  I   63.3  I
                   I   15.0  I   10.0  I    9.3  I   13.6  I
                  -I---------I---------I---------I---------I
                3  I     24  I     23  I     13  I      8  I     68
  MORE THAN        I   35.3  I   33.8  I   19.1  I   11.8  I   48.6
                   I   53.3  I   60.5  I   48.1  I   26.7  I
                   I   17.1  I   16.4  I    9.3  I    5.7  I
                  -I---------I---------I---------I---------I
          COLUMN         45        38        27        30       140
           TOTAL       32.1      27.1      19.3      21.4     100.0
```

TABLE 5.17

Significant Differences[1] Between Administrators and Teachers

Need[2]	Administrators' Mean Score	Teachers' Mean Score	
Language A	2.3056	2.5056	*
Job E	2.3404	2.1724	*
Money A	2.4196	2.5876	*
Understanding D	2.4643	2.2680	**

---

* significant at .05

** significant at .01

[1] t-test

[2] from comparisons A-G, discussed in text

TABLE 5.18

Significant Differences[1] Between Parents and Students

Need[2]	Parents' Mean Score	Students' Mean Score	
Self A	2.5373	2.2051	***
Language F	1.6032	1.8421	**
Job A	2.5152	2.2658	**
Teach A	2.6154	2.3247	**
Extra A	2.7313	2.5065	**

---

* significant at .05

** significant at .01

*** significant at .001

[1] t-test

[2] from comparisons A-G, discussed in text

stances. Four of the points of disagreement are in comparing migrants with non-migrants (Self A, Job A, Teach A, and Extra A), and the parents seem to find the needs to be greater than do the students. "Language F" involves the comparison of Mexican American students with white students in terms of the home language need. Here, the students seem to indicate that their Anglo counterparts have similar needs.

If there is any real difference of opinion as to how much greater migrant students' needs are, it is the ever present gap between teachers and administrators on the one hand and parents and students on the other. Many of the differences are related to the kinds of experiences of the individuals involved. Administrators are faced with all of the problems of the projects when they are aware of them; teachers most likely are more familiar with the in-class concerns; and parents and children have a different perspective on students' needs.

Yet another way to check the validity of the answers to the surveys is to consider the opinions of "outsiders." In this case, the outsiders are the college/university personnel in departments of education and the state migrant program personnel. This analysis represents an additional check on the validity of the findings, for it is possible that the structured questions could be read differently by persons more removed from the projects. On the other hand, a similarity of perceptions on the part of college and state level personnel would add strength to the findings reported thus far.

The self-confidence and behavior cluster responses are given in Table 5.19. The preponderance of opinion is that the needs of migrant students in this area are greater than those of other students. However, comparisons B through D show that the migrant students tend to be categorized with other low-income, minority group students by these respondents. The intra-group comparisons follow the pattern found earlier, with Mexican-American migrants most needy, followed by black migrants, and white migrants.

The home language cluster according to college and state program personnel tends to show that the perceptions distinguish migrant students from other types of students (comparisons A through D), and these persons recognize in certain terms the special language needs of Mexican-American and black migrant students, as shown in Table 5.20.

The jobs and life choice cluster appears in Table 5.21, and underscores the sharp differences discerned to exist between migrant and non-migrant students. Apparently, the needs of ethnic minority migrants are a matter of concern to the respondents.

The opinions of college/university and state migrant program personnel concerning the dangers of drugs and alcohol are strikingly similar to those of students, parents, teachers, and administrators. Comparing Table 5.22 with Table 5.9, there is only slightly greater perception of this need on the part of the latter group of respondents.

Responses to the use of money issue are given in Table 5.23. Once again, the responses of this group are quite similar to those of the projects' respondents. However, in this instance, black migrants are seen to have slightly greater needs when compared with Mexican-American migrants.

The continuity issue can be said to be the same for both groups of respondents. Comparing Table 5.24 with Table 5.11 shows very little difference in any of the patterns.

TABLE 5.19

Percentage of Responses of College/University and State Program Personnel (n=85)

NEED: To become self-confident (e.g., self-motivated to meet their own goals and standards), and to learn to behave appropriately (e.g., dress, forms of courtesy, relevant body-language) among people of other groups.

A. Migrant students' needs in this area are ... non-migrant students' needs.	1. less than	0.0
	2. the same as	39.5
	3. more than	60.5
B. Migrant students' needs in this area are ... minority students' needs.	1. less than	2.5
	2. the same as	74.1
	3. more than	23.5
C. Migrant students' needs in this area are ... other low income students' needs.	1. less than	2.5
	2. the same as	74.1
	3. more than	23.5
D. Migrant students' needs in this area are ... other low income, minority students' needs.	1. less than	3.7
	2. the same as	82.9
	3. more than	13.4
E. Black, migrant students' needs in this area are ... white, migrant students' needs.	1. less than	2.5
	2. the same as	58.8
	3. more than	38.8
F. White, migrant students' needs in this area are ... Mexican-American, migrant students' needs.	1. less than	42.7
	2. the same as	56.1
	3. more than	1.2
G. Mexican-American, migrant students' needs in this area are ... black, migrant students' needs.	1. less than	16.5
	2. the same as	63.3
	3. more than	20.3

---

[1] Rounded percentages do not all add to 100%.

TABLE 5.20

Percentage of Responses of College/University and State Program Personnel (n=85)

NEED: To be taught in their home language while they have special help in learning English.

A. Migrant students' needs in this area are non-migrant students' needs.	1. less than	1.2
	2. the same as	25.3
	3. more than	73.5
B. Migrant students' needs in this area are minority students' needs.	1. less than	3.6
	2. the same as	38.6
	3. more than	57.8
C. Migrant students' needs in this area are other low income students' needs.	1. less than	2.4
	2. the same as	39.8
	3. more than	57.8
D. Migrant students' needs in this area are other low income, minority students' needs.	1. less than	2.4
	2. the same as	43.9
	3. more than	53.7
E. Black, migrant students' needs in this area are white, migrant students' needs.	1. less than	13.6
	2. the same as	51.9
	3. more than	34.6
F. White, migrant students' needs in this area are Mexican-American, migrant students' needs.	1. less than	68.3
	2. the same as	29.3
	3. more than	2.4
G. Mexican-American, migrant students' needs in this area are black, migrant students' needs.	1. less than	7.4
	2. the same as	29.6
	3. more than	63.0

---

[1] Rounded percentages do not all add to 100%.

TABLE 5.21

Percentage of Responses of College/University and State Program Personnel (n=85)

NEED: The opportunity to learn about different kinds of jobs, and help in choosing what they want to do in life.

A. Migrant students' needs in this area are	1. less than	0.0
	2. the same as	16.9
	3. more than	83.1
non-migrant students' needs.		
B. Migrant students' needs in this area are	1. less than	0.0
	2. the same as	55.4
	3. more than	44.6
minority students' needs.		
C. Migrant students' needs in this area are	1. less than	1.2
	2. the same as	55.4
	3. more than	43.4
other low income students' needs.		
D. Migrant students' needs in this area are	1. less than	0.0
	2. the same as	65.1
	3. more than	34.9
other low income, minority students' needs.		
E. Black, migrant students' needs in this area are		
	1. less than	0.0
	2. the same as white, migrant students' needs.	54.9
	3. more than	45.1
F. White, migrant students' needs in this area are		
	1. less than	36.6
	2. the same as Mexican-American, migrant students' needs.	58.5
	3. more than	4.9
G. Mexican-American, migrant students' needs in this area are		
	1. less than	2.5
	2. the same as black, migrant students' needs.	71.3
	3. more than	26.3

---

[1] Rounded percentages do not all add to 100%.

TABLE 5.22

Percentage of Responses of College/University and State Program Personnel (n=85)

NEED: To be taught the dangers in abusing or misusing drugs and alcohol.

A. Migrant students' needs in this area are non-migrant students' needs.	1. less than	7.3
	2. the same as	79.3
	3. more than	13.4
B. Migrant students' needs in this area are minority students' needs.	1. less than	6.1
	2. the same as	89.0
	3. more than	4.9
C. Migrant students' needs in this area are other low income students' needs.	1. less than	11.0
	2. the same as	87.8
	3. more than	1.2
D. Migrant students' needs in this area are other low income, minority students' needs.	1. less than	9.8
	2. the same as	86.6
	3. more than	3.7
E. Black, migrant students' needs in this area are white, migrant students' needs.	1. less than	2.5
	2. the same as	81.3
	3. more than	16.3
F. White, migrant students' needs in this area are Mexican-American, migrant students' needs.	1. less than	7.4
	2. the same as	85.2
	3. more than	7.4
G. Mexican-American, migrant students' needs in this area are black, migrant students' needs.	1. less than	9.0
	2. the same as	87.2
	3. more than	3.8

---

[1] Rounded percentages do not all add to 100%.

TABLE 5.23

Percentage of Responses of College/University and State Program Personnel (n=85)

NEED: To be taught how to use money to get the greatest benefit.

A. Migrant students' needs in this area are non-migrant students' needs.	1. less than	4.9
	2. the same as	34.1
	3. more than	61.0
B. Migrant students' needs in this area are minority students' needs.	1. less than	6.1
	2. the same as	72.0
	3. more than	22.0
C. Migrant students' needs in this area are other low income students' needs.	1. less than	6.2
	2. the same as	79.0
	3. more than	14.8
D. Migrant students' needs in this area are other low income, minority students' needs.	1. less than	7.3
	2. the same as	78.0
	3. more than	14.6
E. Black, migrant students' needs in this area are white, migrant students' needs.	1. less than	1.3
	2. the same as	72.5
	3. more than	26.3
F. White, migrant students' needs in this area are Mexican-American, migrant students' needs.	1. less than	13.6
	2. the same as	80.2
	3. more than	6.2
G. Mexican-American, migrant students' needs in this area are black, migrant students' needs.	1. less than	10.3
	2. the same as	82.1
	3. more than	7.7

---

[1] Rounded percentages do not all add to 100%.

TABLE 5.24

Percentage of Responses of College/University and State Program Personnel (n=85)

NEED: For schools to teach the same things at the same grade and in the same order.

A. Migrant students' needs in this area are ___ non-migrant students' needs.	1. less than	18.7
	2. the same as	22.7
	3. more than	58.7
B. Migrant students' needs in this area are ___ minority students' needs.	1. less than	13.5
	2. the same as	37.8
	3. more than	48.6
C. Migrant students' needs in this area are ___ other low income students' needs.	1. less than	9.3
	2. the same as	42.7
	3. more than	48.0
D. Migrant students' needs in this area are ___ other low income, minority students' needs.	1. less than	10.7
	2. the same as	41.3
	3. more than	48.0
E. Black, migrant students' needs in this area are ___ white, migrant students' needs.	1. less than	5.3
	2. the same as	68.0
	3. more than	26.7
F. White, migrant students' needs in this area are ___ Mexican-American, migrant students' needs.	1. less than	18.7
	2. the same as	74.7
	3. more than	6.7
G. Mexican-American, migrant students' needs in this area are ___ black, migrant students' needs.	1. less than	8.1
	2. the same as	77.0
	3. more than	14.9

---

[1] Rounded percentages do not all add to 100%.

The need for extra help in studies is shown clearly to be a significant concern of college and state personnel. Table 5.25 sets forth a nearly unanimous set of opinions putting the needs of migrant students at a higher level than those of non-migrant students. Comparisons E through G demonstrate the same pattern of ethnic differences, but the greater needs of ethnic group migrants are clearly demarcated from those of white migrant students.

The need for understanding teachers is fully appreciated by the college and state program personnel. As shown in Table 5.26, those persons indicate that much of the need is unique to migrancy, and that significant intra-group differences exist as well, with clear distinctions drawn between white migrants and minority group migrants.

The area of health concerns shows a clear recognition of the special needs of migrant students compared with those of other students. However, as indicated in Table 5.27, the college/university personnel and state program personnel tend to distinguish less among the ethnic groups of migrants compared with the opinions of parents, students, administrators, and teachers (Table 5.14). Nevertheless, within the migrant category of need, the minority group migrants appear to be doubly disadvantaged in the eyes of these respondents.

Finally, ways to study and learn is the need addressed in Table 5.28. Migrant needs, once again, appear to be greater; minority group migrant students are perceived as having greater needs than their white counterparts.

On only five points did the college/university personnel and state migrant program personnel evidence significant disagreement. College/university personnel responded more frequently that schools should teach the same things at the same time and level (significant at .05). College/university personnel saw greater levels of need for instruction in the home language and extra help with English, comparing migrants with other students (significant at .05). On the other hand, state migrant program personnel were more emphatic as a group that black migrants needed more sympathetic teachers (significant at .05), and that migrant students' needs were greater than those of low-income and low-income, minority students in regard to needing better ways to study and learn (significant at .05 and .01). As was the case with administrators and teachers, and with parents and students, these differences were based upon the question of how much greater the needs of migrants are. There was virtually no disagreement on the overall greater levels of needs among migrants compared to non-migrant students and compared to other disadvantaged students.

MIGRANT NEEDS AND DEMOGRAPHIC CHARACTERISTICS OF PROJECT SITES

There is an unusually high consistency among the migrant streams in ranking the needs of migrant students, and the patterns found are verified by the opinions of the college/university personnel and state migrant program personnel. There are, however, a number of subtle differences indicated, and these merit further investigation.

In Table 5.29 are the correlations among the various demographic characteristics of the projects and the needs clusters measured by the ten structured needs comparison sets. A total score was computed using the administrators' responses to comparisons A through D for each of the 115 projects. The correlations are the simple linear relationships between each variable when paired with every other variable. Any correlation greater than .195 is significant at the 5 percent level, which means that the assiciation found can be expected to happen by chance in 5 of 100 samples of the same

TABLE 5.25

Percentage of Responses of College/University and State Program Personnel
(n=85)

NEED: Extra help in their studies.

A.	Migrant students' needs in this area are non-migrant students' needs.	1. less than	0.0
		2. the same as	11.0
		3. more than	89.0
B.	Migrant students' needs in this area are minority students' needs.	1. less than	0.0
		2. the same as	40.2
		3. more than	59.8
C.	Migrant students' needs in this area are other low income students' needs.	1. less than	0.0
		2. the same as	47.6
		3. more than	52.4
D.	Migrant students' needs in this area are other low income, minority students' needs.	1. less than	1.2
		2. the same as	50.0
		3. more than	48.8
E.	Black, migrant students' needs in this area are white, migrant students' needs.	1. less than	1.2
		2. the same as	65.9
		3. more than	32.9
F.	White, migrant students' needs in this area are Mexican-American, migrant students' needs.	1. less than	24.4
		2. the same as	70.7
		3. more than	4.9
G.	Mexican-American, migrant students' needs in this area are black, migrant students' needs.	1. less than	2.5
		2. the same as	74.1
		3. more than	23.5

---

[1] Rounded percentages do not all add to 100%.

TABLE 5.26

Percentage of Responses of College/University and State Program Personnel
(n=85)

NEED: Teachers who understand their problems and their way of life.

A. Migrant students' needs in this area are non-migrant students' needs.	1. less than	0.0
	2. the same as	19.8
	3. more than	80.2
B. Migrant students' needs in this area are minority students' needs.	1. less than	0.0
	2. the same as	56.8
	3. more than	43.2
C. Migrant students' needs in this area are other low income students' needs.	1. less than	0.0
	2. the same as	51.9
	3. more than	48.1
D. Migrant students' needs in this area are other low income, minority students' needs.	1. less than	0.0
	2. the same as	58.0
	3. more than	42.0
E. Black, migrant students' needs in this area are white, migrant students' needs.	1. less than	1.2
	2. the same as	65.4
	3. more than	33.3
F. White, migrant students' needs in this area are Mexican-American, migrant students' needs.	1. less than	22.2
	2. the same as	74.1
	3. more than	3.7
G. Mexican-American, migrant students' needs in this area are black, migrant students' needs.	1. less than	2.5
	2. the same as	79.7
	3. more than	17.7

---

[1] Rounded percentages do not all add to 100%.

TABLE 5.27

Percentage of Responses of College/University and State Program Personnel (n=85)

NEED: To be taught how to stay healthy and where to get proper care when they are having health problems.

A. Migrant students' needs in this area are non-migrant students' needs.	1. less than	1.2
	2. the same as	25.3
	3. more than	73.5
B. Migrant students' needs in this area are minority students' needs.	1. less than	1.2
	2. the same as	43.4
	3. more than	55.4
C. Migrant students' needs in this area are other low income students' needs.	1. less than	1.2
	2. the same as	49.4
	3. more than	49.4
D. Migrant students' needs in this area are other low income, minority students' needs.	1. less than	1.2
	2. the same as	56.6
	3. more than	42.2
E. Black, migrant students' needs in this area are white, migrant students' needs.	1. less than	1.2
	2. the same as	79.5
	3. more than	19.3
F. White, migrant students' needs in this area are Mexican-American, migrant students' needs.	1. less than	14.5
	2. the same as	79.5
	3. more than	6.0
G. Mexican-American, migrant students' needs in this area are black, migrant students' needs.	1. less than	1.2
	2. the same as	87.3
	3. more than	11.4

---

[1] Rounded percentages do not all add to 100%.

TABLE 5.28

Percentage of Responses of College/University and State Program Personnel
(n=85)

NEED: To be taught better ways to study and to learn.

A. Migrant students' needs in this area are	1. less than	0.0
	2. the same as	36.6
non-migrant students' needs.	3. more than	63.4
B. Migrant students' needs in this area are	1. less than	0.0
	2. the same as	61.0
minority students' needs.	3. more than	39.0
C. Migrant students' needs in this area are	1. less than	0.0
	2. the same as	63.4
other low income students' needs.	3. more than	36.6
D. Migrant students' needs in this area are	1. less than	1.2
	2. the same as	69.5
other low income, minority students' needs.	3. more than	29.3
E. Black, migrant students' needs in this area are	1. less than	2.4
white, migrant students' needs.	2. the same as	75.6
	3. more than	22.0
F. White, migrant students' needs in this area are	1. less than	18.3
Mexican-American, migrant students' needs.	2. the same as	79.3
	3. more than	2.4
G. Mexican-American, migrant students' needs in this area are	1. less than	2.5
black, migrant students' needs.	2. the same as	87.7
	3. more than	9.9

---

[1] Rounded percentages do not all add to 100%.

TABLE 5.29

Correlations Between Demographic Characteristics and Needs Clusters

	Disize	Comsize	Migtot	Totma	Totbl	Totan	Tototh	Migma	Migbl	Migan
Comsize	513									
Migtot	-261	-231								
Totma	-105	-173	643							
Totbl	242	223	-225	-255						
Totan	-147	-000	-158	-327	-155					
Tototh	071	153	101	-024	065	045				
Migma	004	051	247	533	-375	-006	-057			
Migbl	314	134	-208	-272	547	-028	-046	-404		
Migan	-073	-099	-013	-228	075	143	073	-442	067	
Migoth	162	276	-073	-128	260	-004	412	-233	-078	-087
Self	022	131	175	046	010	-006	143	-008	036	-086
Lang	074	139	031	080	-001	-059	069	153	-096	-126
Job	019	108	089	035	075	-088	-049	-034	065	-030
Ada	-080	008	134	003	079	-157	081	-131	100	107
Mon	-120	-041	073	028	-040	-089	063	-148	117	106
Tch	-137	-055	162	108	068	-131	071	-184	092	137
Extr	-043	112	071	048	094	-024	078	-017	106	-079
Empa	117	306	-014	018	100	-219	058	-011	092	-137
HIth	008	172	057	054	042	-137	062	045	103	-139
Tsl	-046	102	145	-021	019	024	092	-059	108	051

	Migoth	Self	Lang	Job	Ada	Mon	Tch	Extr	Empa	Hlth
Self	098									
Lang	118	305								
Job	033	472	427							
Ada	012	405	296	478						
Mon	-012	391	361	493	656					
Tch	116	257	204	277	321	328				
Extr	113	494	363	549	586	504	381			
Empa	074	397	286	447	477	409	336	552		
Hlth	083	340	370	458	349	418	265	623	651	
Tsl	041	412	296	538	564	529	384	646	538	623

Legend

Decimal points omitted
Correlations above .195 significant at .05
Correlations above .254 significant at .01
Correlations above .372 significant at .001

Key to Abbreviations:

Migtot = % district headcount that is migrant
Totma = % headcount that is Mexican-American
Totbl = % headcount that is black
Totan = % headcount that is anglo
Tototh = % headcount that is of other ethnicity
Migma = % migrants who are Mexican-American
Migbl = % migrants who are black
Migan = % migrants who are anglo
Migoth = % migrants of other ethnicity
Self = self-concept/behavior cluster of needs
Lang = home language and English needs
Job = learning about various jobs and life opportunities
Ada = dangers of drugs and alcohol
Mon = learning about how to use money wisely
Tch = continuity of learning
Extr = extra help in learning
Empa = understanding teachers
Hlth = health education and seeking health care
Tsl = better ways to study and learn
Comsize = population of community
Disize = K-12 headcount of the school district

size. Larger correlations are more significant, and are explained in the legend of the table. Significant figures are underlined to aid in reading. The data presented are for all of the projects where administrators provided complete demographic and needs information, or 115 projects total.

The first noteworthy point is that the needs are strongly associated with each other (SELF through TSL). All of these intercorrelations are highly significant, and indicate a high reliability of the data (Cronbach's alpha is .915). Since all of the correlations are positive, the relationships can be described in a straightforward way: the perceived levels of need go up and down together, comparing one need to another. In other words, at projects where any one need was considered to be great, so were the other needs.

The first two columns of the table indicate the relationships of district size and community size with other variables of interest. The topmost value in the first column (.513) indicates that there is a significant positive correlation between these two variables: the larger communities have larger K-12 enrollments. Proceeding down the first column, it is noted that the larger districts tend to have significantly lower percentages of migrant students among those enrolled, but the larger districts have significantly more black students, and significantly more black migrant students. For the most part these schools are in the Eastern stream. In the second column is shown the relationship between community size and the other variables. Larger communities tend to have significantly smaller percentages of migrant students and larger black non-migrant enrollments along with larger percentages of migrants of other ethnicity. The only relationship with need is that between community size and the need for understanding teachers (.306), and this strong relationship indicates that the projects in the larger communities report a greater need for understanding teachers.

The third column shows the relationships between migrant enrollment and the other variables not previously discussed. The high relative numbers of Mexican-American migrants are reflected by the high correlation of this variable with the total percentage of migrant students, as would be expected. The significant negative association with black enrollment indicates that schools with larger percentages of black students have fewer migrants. These patterns are reinforced by the associations shown in column four. Schools with larger numbers of black students have fewer Mexican-American students, and the number of Mexican-American migrant students is generally greater in those schools with more Mexican-American non-migrant students, fewer Anglo migrants and fewer black migrants.

Column five adds information concerning black students in general. They are found predominantly in schools with few Mexican-American migrants, but with considerable numbers of black migrants and migrants of other ethnicity, a phenomenon largely associated with the Eastern stream projects. Column six contains only one significant association, that between total Anglo enrollment and the perceived need for understanding teachers. The largely Anglo schools' personnel perceive less need for teachers who understand the problems of migrants.

Column seven's sole significant correlation is that between the number of students of "other" ethnicities and their migrant counterparts. This is a strong, positive association. Column eight gives another view of the emerging pattern of separate schools. The top three correlations show that migrant Mexican-American students are significantly less numerous in schools with other types of migrant students, while columns eight, nine, ten, and eleven taken together show no relationship between ethnicity of migrants and the needs clusters. This jolting piece of information requires discussion.

One explanation possible is that there is no association between ethnicity and needs. This definitely is not the case, since the patterns in the comparisons discussed earlier in great detail were extremely consistent. However, it should be recalled that there were consistent patterns within each set of comparisons: i.e., migrant needs were greater than those of non-migrants and Mexican-American migrant needs were greater than those of black migrants, which were greater than those of white migrants. Taking together the vastly differing ethnic makeup of the projects and the patterns of needs that were found for each ethnic group, the overall effect is that ethnic differences disappear from a linear measure of association because the needs are much more complex than can be detected by such a measure. Moreover, all needs of migrants showed little variability in comparisons A through D, and remained consistently high compared with non-migrant students, regardless of other characteristics of the projects. Only the comparisons of ethnic groups of migrants showed significant differences among projects. For example, a project with migrant students who are predominantly Mexican-American is different from one in which the migrants are predominantly Anglo. In addition to the independent effects of migrancy compared with the associated effects of low income and minority group status, there are joint effects of migrancy and the particular ethnicity of the students combined with the characteristics of individual projects.

One way to unravel the complexity is to look at the needs of each group of migrant students on a project-by-project basis. This would be a very lengthy discussion considering that over 140 projects are represented in the sample. The second way is to look at the responses of the sample on the basis of the dominant ethnic group and the total number of migrants in each project's school district.

The results of this latter approach are quite interesting. One significant finding is that the projects with higher proportions of migrant students tend to perceive greater needs of Mexican-American students compared with Anglos in regard to the dangers of alcohol and drug abuse. Projects with predominantly Mexican-American migrants, naturally, perceive their needs for ESL-type programs to be significantly greater. Projects with higher percentages of Mexican-American students tend to perceive that the drug problems of Anglo students are greater than those of others. Projects with greater numbers of blacks among the migrant student population recognize in significant numbers the language needs of these students. Conversely, projects with this ethnic makeup tend to perceive drug and alcohol needs to be greater for Mexican-American students. Predominantly Anglo migrant projects report a much greater language need for black migrant students. Those projects also note a greater set of problems relating to the language needs of Mexican-American students, and the career information and alcohol and drug education needs of black students are perceived as being mugh higher in predominantly Anglo migrant projects. Similar patterns are evident for black students in these projects concerning the use of money and continuity of education. Mexican-American migrant students in predominantly Anglo projects are thought to have significantly higher needs in continuity of education, extra help in learning, and health concerns.

Once again, the data confirm the proposition that among the migrant students, needs vary greatly by ethnic group and the demographic makeup of the project. While there is overwhelming agreement among the respondents about the significantly greater needs of migrant students, there is, likewise, significant disagreement with the notion that all migrant students are similar in their needs.

The perception of needs also varies greatly according to the ethnicity of the respondent. For example, self-concept needs of migrant students are perceived to be much greater by the Anglo respondents, who see as well a greater need for continuity of education. Mexican-American and black respondents are significantly more likely to identify the continuity of education as being income related, while Anglos tend to indicate that it is a problem of migrancy. The Anglo respondents associate the need for extra help in learning with migrancy, while the Mexican-American and black respondents tie the need more closely to low income and minority group membership. A similar pattern holds in relating the need for understanding teachers to migrancy, low-income status, and ethnicity. Again, Mexican-Americans and blacks perceive much of the need to be associated with income and ethnicity, while Anglos indicate that the overriding consideration is that of migrant status. However, all three groups are more likely to be in agreement that the effects of migrancy are greater than the combined effects of income and ethnicity. Anglos tend to identify greater health related needs with migrant status, but all three ethnic groups agree closely on the greater needs of migrants compared with other low-income and minority groups. Finally, all three groups agree rather closely that the need for being taught better ways to study and learn is predominantly a migrant concern.

MIGRANT STATUS AND NEEDS

Parents and students were requested to supply information about their travels, instate or out of state, and the data afford additional insights concerning needs. Children were asked about their travels with their parents, with responses ranging from "never" through "summer only," "during school," to "during school and summer." A similar range of responses was provided to parents in regard to when their children accompanied them.

Between 45 and 47 percent of the responses indicated that children did not travel with parents who migrated instate. Nearly 23 percent of the children traveled instate, summer only, with 17 percent traveling instate during the school year, and nearly 14 percent traveled at both times. Out of state travel patterns involved more students. Only 34 percent remained at home, while over 25 percent reported "summer only," with over 10 percent reporting "during school," and more than 30 percent reporting "during school and summer."

As would be expected, these variations in travel are reflected in the needs indicated by the students and parents. Self-concept and behavior needs were seen to be significantly greater in those instances of instate travel where students remained at home or traveled in the summer only. The interstate pattern was exactly the opposite, with the greater needs being associated with those students who traveled for the greater part of the year. The needs related to home language instruction and special help in English showed no differences between instate and out of state travel. These needs remain consistently high for both groups.

The instate travel responses showed a high degree of relationship with the cluster of needs relating to learning about different kinds of jobs. The needs of the students who do not travel are perceived to be much greater than those who do. On the other hand the need to learn about the dangers of alcohol and drugs is greater for students who travel, whether instate or out of state.

Needs related to the use of money showed no patterns by type of travel arrangements. However, instate travel that finds children left at home is associated with higher perceptions of need for continuity of education, which might be seen as self-explanatory:

a good way to achieve the continuity is to stay in one place. The out of state travel pattern showed no association with need in this area, as needs were consistengly high for this group regardless of when, or if, the students traveled. The need for extra help was significantly higher in both instate and out of state travel for those who travel more during the year. The need for more sympathetic teachers was significantly related with more out of state travel, and with students who stay at home while their parents travel instate. Health-related needs were high for both travel patterns but they were reported as being significantly higher for those students who travel more and who travel out of state. Finally, the needs related to learning better ways to study and learn were not associated with either pattern of travel, although there was some tendency to find greater needs for those who travel more.

OTHER INDICATIONS OF NEEDS

When a diverse cross-section of persons involved with migrant education voice a consistent message of the greater needs of migrant students compared with non-migrant students, and varying degrees of great need among different kinds of migrant students, and among different types of projects, it is redundant to examine needs in a more indirect way. However, one of the objectives of the work statement was to examine the implications for teacher training and program structure. It is, moreover, one thing to discuss what teachers should do, and quite another to discuss how teachers feel about what they do. For this reason, the following discussion is offered purely for its inferential values.

As noted earlier, there was found to exist significant disagreement as to the degree of greater need comparing administrators with teachers and parents with students. Since part of the survey was designed to determine the aspirations and expectations concerning migrant students, it is instructive to consider the views of administrators, teachers, parents, and students in this regard.

Table 5.30 compares the responses of administrators, teachers, and students. Students were asked to indicate what they planned to do; administrators and teachers were asked to complete the statement, "Most migrant students will . . . ." The average scores show a considerable spread for each item. Tests of significance were analyzed for the comparison of administrators and teachers, since these persons were reacting to the same question. Only the expectation about the future work of students shows agreement between administrators' and teachers' average response. Clearly, students' expectations are vastly different from those of administrators and teachers, with the average score of the students falling either above or below the range of the other two groups in every instance but one.

Administrators, teachers, and parents were asked similar questions regarding what migrant students should do. Parents were asked to consider their wishes for their own children. Table 5.31 gives the comparisons. Again tests of significance are applied only to the responses of teachers and administrators, since the parents' questions were slightly different. Four of the response sets find teachers and administrators to be significantly different in terms of what they indicate that students should do. Administrators are more likely to indicate that students should leave school when they are old enough. The majority of the teachers are diametrically opposed to this notion. Likewise, teachers are more likely to indicate that students should finish high school, and go to college or trade/technical school than are administrators. In general, teachers are more negative to the notion that students should stay in the local area to make

TABLE 5.30

Comparison of Expectations Concerning Migrant Students (Administrators, Teachers, and Students)

Most migrant students will....	Administrators	Teachers	Students
Leave school when old enough and get a job	2.63	3.42***[1]	1.74
Finish high school and get a job	2.14	2.86***	3.57
Finish high school and go to trade/ technical school	3.88	2.63***	2.63
Go to college/graduate from college	2.75	2.06***	3.01
Get married and have a family	3.41	4.13***	3.27
Stay here and make a living	3.13	2.76**	2.46
Move somewhere else to make a living	1.76	3.31***	3.38
Work in the same kind of job as their mother/father	3.65	3.46 N.S.	1.82

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[1] t-test for administrators and teachers

N.S. = not significant

** significant at .01

*** significant at .001

Scores range from 1, "definite no," to 5, "definite yes."

TABLE 5.31

Comparison of Aspirations Concerning Migrant Students (Administrators, Teachers, and Parents)

Most migrant students should....	Administrators	Teachers	Parents
Leave school when old enough and get a job	3.36	1.34***	1.45
Finish high school and get a job	3.25	3.88***	3.36
Finish high school and go to trade/ technical school	3.59	3.80 N.S.	3.32
Go to college/graduate from college	2.97	3.27**	3.98
Get married and have a family	3.20	3.15 N.S.	3.36
Stay here and make a living	2.37	2.83***	3.25
Move somewhere else to make a living	3.29	3.13 N.S.	2.88
Work in the same kind of job as their mother/father	2.33	2.14 N.S.	1.88

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[1] t-test for administrators and teachers

N.S. = not significant

** significant at .01

*** significant at .001

Scores range from 1, "definite no," to 5, "definite yes."

a living. The responses of parents are mixed, with some of the averages falling nearer to teachers and others nearer to those of administrators.

Administrators and teachers showed differing opinions as well in comparisons of the "wills" with the "shoulds." Table 5.32 gives these contrasts. The range of scores is from 1, "definitely no," to 5, "definitely yes, " so it is readily apparent that there exist vast differences of opinion about the questions posed. In general, what is wished for migrant students is more ambitious than what is expected of them on the part of administrators and teachers.

Even greater evidence of ambivalence is given in the responses of the state migrant program personnel and the college/university personnel. As Table 5.33 shows, these persons indicate that migrant students should finish high school and go on to other training or educational experiences, but they see generally dim hopes for this.

Finally, Table 5.34 compares the desires of parents with the plans of students. With some notable exceptions, the answers are quite similar. Parents generally see the desirability of training or a college education after finishing high school. They tend not to wish for their children to move elsewhere to make a living, although the students were more positive on this point. Neither parents nor students show much inclination for students to become migrant workers.

Even with this brief overview of the differing aspirations and expectations regarding the future of migrant students as seen by the various persons involved in the educational process, it is clear that perceptions of needs of migrant students must be dependent upon these considerations.

SUMMARY

The needs of migrant students are perceived by most respondents to be great, and the needs of different migrant ethnic groups to be different. Even though the stream-by-stream comparisons were quite similar, differences of opinion among parents, students, teachers, administrators, college/university personnel, and state migrant program personnel suggest that there exist qualitative differences. Likewise, different projects, with their wide range of demographic characteristics, probably possess sufficiently different needs to make each project unique. Reducing consideration to the ultimate source of information, the individual respondent, just a bit of understanding of human nature should suggest that each person merits consideration when we talk about needs assessment. However, an individual needs profile is beyond the scope of this study.

Most of those respondents who considered the needs of migrant students to be the same as those of other students in one area did not answer "the same as" in every instance. To be sure, there were a few (there always are) who marked the same answer in every case, but this was a small number. Those persons who marked "the same as" in some instances were quite emphatic in others. Many even added written comments.

Finally, even though the sample size was relatively small, the varying sizes and ethnic composition of the projects in the sample show that wide coverage of project types was achieved.

TABLE 5.32

Comparison of Expectations and Aspirations Concerning Migrant Students (Administrators and Teachers)

	Will		Should	
Most migrant students....	Administrators	Teachers	Administrators	Teachers
Leave school when old enough and get a job	2.63	3.42***[1]	3.36	1.34***[1]
Finish high school and get a job	2.14	2.86***	3.25	3.88***
Finish high school and go to trade/technical school	3.88	2.63***	3.59	3.80 N.S.
Go to college/graduate from college	2.75	2.06***	2.97	3.27**
Get married and have a family	3.41	4.13***	3.20	3.15 N.S.
Stay here and make a living	3.13	2.76**	2.37	2.83***
Move somewhere else to make a living	1.76	3.31***	3.29	3.13 N.S.
Work in the same kind of job as their mother/father	3.65	3.46 N.S.	2.33	2.14 N.S.

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[1] t-test

N.S. = not significant

** significant at .01

*** significant at .001

TABLE 5.33

Comparison of Expectations and Aspirations Concerning Migrant Students (College/University Personnel and State Migrant Program Personnel)

	Will		Should	
Most migrant students....	College	State Program	College	State Program
Leave school when old enough and get a job	3.81	3.50	1.26	1.39
Finish high school and get a job	2.48	2.55	3.36	3.89
Finish high school and go to trade/technical school	2.45	2.52	3.32	3.68
Go to college/graduate from college	1.91	2.00	3.58	3.45
Get married and have a family	4.14	4.12	3.43	3.18
Stay where they are and make a living	3.20	2.25	3.12	3.24
Move somewhere else to make a living	3.20	3.26	3.12	3.08
Work in the same kind of job as their mother/father	3.27	3.28	1.93	2.24

TABLE 5.34

Comparison of Expectations and Aspirations Concerning Migrant Students (Parents and Students)

	Parents ("I want my children to")	Students ("I plan to")
Leave school when old enough and get a job	1.45	1.74
Finish high school and get a job	3.36	3.57
Finish high school and go to trade/ technical school	3.23	2.63
Go to college/graduate from college	3.98	3.01
Get married and have a family	3.36	3.27
Stay here and make a living	3.25	2.46
Move somewhere else to make a living	2.88	3.38
Work in the same kind of job as (their) mother/father	1.88	1.82

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CHAPTER SIX:
IT ONLY TAKES ONE

Statistics describe groups by homogenization. The masses of unique entities are reduced to means and norms and significant differences. The statistical abstractions are the soul of studies like this. But statistics are abstractions of flesh and blood. In the realm of statistics, the individual is lost and the unique is overlooked.

The common denominator of the educational process, however, is the individual teacher interacting with the individual student in the context of their unique relationship. Ultimately the individual, with unique vision, talent, and dedication, causes change and progress. The arithmetic of human endeavor counts first a leader, then a cadre, and finally the irresistible mass. So it is in migrant education. One person sees a need and seeks a response. Soon others take up the task and create a project or a program. At the beginning, it only takes one.

In describing the groups statistically, the authors of this report have been concerned with the multitudes. Large programs must be designed for the average. They may be adapted to the individual in the context of interpersonal communication. Nevertheless, the authors have repeatedly met, either personally or indirectly, the unique person who cares and who counts. A few examples must suffice:

> One concerned teacher in the Pajaro Valley Unified School District, Watsonville, California, wondered about the children who came from Gomez Farias, Michoacan, Mexico, each year. Because she found out, the Gomez Farias Pilot Project was established to provide for an exchange of student academic and health information between schools in two countries. Ultimately the governments of two nations became involved. It only took one.
>
> One concerned woman in Provo, Utah, approached the schools about a program for the children of Kickapoo farm workers. As a result, many others became involved in creating ways to overcome language and cultural barriers once believed insurmountable. The project's combination of skiing and learning was described in the MSRTS NEWSLETTER and in a multimedia presentation at the Twelfth Annual National Migrant Education Conference. The impossible is being done. It only took one.
>
> One concerned teacher in Washington wondered how students from Texas were credited for studies in other states. The teacher influenced one school district, and the Secondary Credit Exchange was created. From this begin-

ning, an entire interstate program benefitting hundreds of students has been developed. It only took one.

No where is the influence of the individual stated more emphatically than in the New York program as described by the parents of migrant students. The special tutors there go beyond the call of duty in helping the entire family during their stay in the community. One parent observed that the tutors were underpaid, for it is impossible to pay for the concern and dedication demonstrated.

The answer to the questions proposed in the first chapter, however, must be based on the average, the statistics. The national migrant program must fit the greatest number of students possible, recognizing that special adaptations of the program will be required for special students.

EDUCATIONAL NEEDS OF MIGRANT STUDENTS

The educational needs of migrant students must be defined in the context of the educational needs of other students. The educational system and the basic curriculum are planned, theoretically, to meet the needs of the average students. It is assumed, therefore, that the average students' educational needs have been defined. Unfortunately this is not the case. It is also matter-of-factly assumed that the needs of the average students are being met in the basic educational programs. However, there are many recent reports of declining test scores and other indications of the shortcomings of the traditional educational system. These are sufficient to cause serious questioning of the overall educational process.

Educators have recognized several classes of students who are considered handicapped, disadvantaged, special, gifted, or talented. For many sub-classes of such students, special alternative or supplemental programs have been developed and funded. Thus we find programs for students of low-income families, of culturally and/or linguistically different families, etc. These categories are supposedly based upon sets of characteristics which have been defined and which are supposed, by at least some educators, to have educational implications. It is assumed that the educational needs of the students can be defined in reference to the categories. This assumption is untrue. While many articles cited in the bibliographies and in this study provide descriptive comparisons of minority-group students with others, few actually attempt to objectively establish and document educational needs which are linked to the characteristics which establish the category. Literature related to migrant students' educational needs is extremely rare. The ERIC search is instructive. ERIC contains citations for 66,863 articles published between January 1977 and December 1978. Some relevant descriptors are presented in Table 6.1. Of the 470 articles dealing with Mexican-Americans, only one treats migrant or seasonal labor; of the 239 containing references to blacks, only four refer also to migrant or seasonal labor. Only one article is cross-classified by Research Needs and Migrant Education; ten articles are classified in both Migrant Education and Program Effectiveness; six treat both Needs Assessment or Educational Needs and Migrant Education. In short, while inferences may be drawn from larger numbers of general articles, almost nothing is published on objective studies to identify migrant students' educational needs.

The major problem with classifying children by their needs is that such a system tends to overlook what the children can do. It is fairly well-known that differences in the requirements of instructional design are not simply stated as differences in age

TABLE 6.1
ERIC SEARCH FOR REFERENCES

Keyword(s)	No. of Citations
Annotated bibliographies	1,075
Seasonal laborers	11
Migrant education	130
Migrant child education	105
Summer programs	130
Annotated bibliographies x migrant education	4
Migrant education x migrant child education x summer programs	1
Migrant child education x program descriptions	2
Mexican Americans	470
Mexican Americans x migrant	0
Seasonal laborers x Mexican Americans	1
Economically disadvantaged	249
Economically disadvantaged x migrant education	0
Economically disadvantaged x seasonal laborers	0
Compensatory education	132
Compensatory education x migrant education	1
Annotated bibliographies x compensatory education	7
Negroes	239
Negroes x migrant education	0
Negroes x seasonal laborers	4
Negroes x compensatory education	1
Migrant problems x migrant education	6
Career awareness x migrant education	73
Language instruction x bilingual education	216
Language instruction x migrant education	3
Research needs x migrant education	1
Self concept x migrant children	3
Program evaluation x migrant education	23
Ancillary services x migrant education	14
Participant satisfaction x migrant education	1
Program effectiveness x migrant education	10
Family role x migrant education	0
Parent child relationship x migrant education	0
Parent teacher cooperation x migrant education	0
School community cooperation x migrant education	0
Parent participation x migrant education	18
Self concept x migrant education	3
Teacher attitudes x migrant education	2
Attitudes x migrant education	0
Needs assessment x migrant education	4
Educational needs x migrant education	2

and experiences. For example, older and younger learners begin their learning of a new task with individual differences, and the younger learner may be more skillful in the new task than the older learner. (1) If academic skills acquisition is cumulative, as some suggest, it is extremely important that any approach to the needs of migrant students be based on what they can do. (2) Thus, teachers must be able to assess students, or have access to meaningful diagnostic measures of each student's abilities, in order to plan for the child's progress. And, in order to plan for the child's progress, the teacher must have knowledge of what works at which level of learning.

Having set the goals of education, the educator is required to ensure all students equal opportunity for attaining the goals. The alternative or supplemental programs are the "equalizers" for students who are found to have certain innate, socioeconomic, cultural, and/or linguistic characteristics which, in themselves, place the student at a "disadvantage," i.e., have less than "equal opportunity" to achieve the goals. Most compensatory programs are based on the principle of "more of same," i.e., more time, effort, and attention are given the students, but little qualitative change is made in the programs. Perhaps the major goal of compensatory programs is to "mainstream" the disadvantaged students. Nevertheless, educators are unable to determine the point at which these students' needs are equivalent to or the same as the mainstream students' because they have no real idea of what the average student is, much less needs. In attempting to "mainstream" students, educators have lost sight of where the main stream is. This is not a suggestion that this emphasis is misplaced, but rather that to attain this goal the educator must assess carefully and accurately the needs of other students. Because it is assumed that the traditional program meets the needs of the average student, it is possible to assume that the extension of methods and content in greater quantities to disadvantaged students will meet their needs. Since the efficacy of the overall educational process is questioned, the validity of its extension to students whose educational needs are qualitatively, as well as quantitatively, different is suspect.

The data gathered in this study demonstrate without reservation that the needs of migrant students are significantly greater than those of non-migrant students. They do not demonstrate, however, that the migrant students' educational needs are more numerous than those of non-migrant students because no one has taken the time to investigate the needs of the average non-migrant students. Until the needs of the students in general have been listed and described, it is difficult to generalize to the needs of migrant students. These data show that: (a) the needs of all migrant students are greater than those of other students; (b) the needs of migrant students are greater than those of non-migrant, low-income and/or minority students; and (c) the needs of migrant Mexican-American students are greater than those of migrant black students, which are greater than those of migrant white students.

The principal participants in the educational process (administrators, teachers, parents, and students) show consistently different perceptions of the extent of migrant students' needs. Certainly, much of the difference results from differing perspectives. By the same token, a considerable proportion of the differences may be caused by lack of meaningful parental involvement, improper teacher training, and generally poor communication among those involved. More indirectly, but still significantly, state migrant program personnel and teacher trainers disagree on the extent of greater migrant student needs. However, little indifference on the part of administrators, teachers, state program personnel, and teacher trainers was found. Quite the contrary, these persons considered the needs of migrant students to be far greater than did the parents and the students themselves. Where differences of opinion were found, they were based upon disagreement concerning how much greater the needs of migrant students were compared with other students, or upon the question of how much different the needs were among the three principal migrant ethnic groups.

The needs of migrant students who remain at home while their parents travel are not less than those of students who accompany their parents. Rather, these students and their families appear to pay a great price for educational stability in the form of greater self-concept needs. Moreover, the students who stay behind and parents of such students are much more likely to express a greater level of need for understanding teachers. There are at least two explanations for the increase in self-concept needs for those students who do not travel with their parents. The first cost associated with a student's staying at home is the disruption of the family ties--of special importance to Mexican-American families, but likely to be of high importanct to all migrant families. Since the student respondents were mostly teenagers, there is likely to be an economic hardship associated with their staying at home because they are old enough to make considerable contributions to the family income. Either one of these explanations, family disruption or economic hardship, could account for much of the increased self-concept needs of students who do not travel with their parents. The situation could be made worse by the evident higher value placed on education by parents. That is, parents probably see more clearly the reasons for their child's staying at home than does the child.

Apparently, each ethnic group among the migrant students has special language needs. Those of Mexican-American students may be met by bilingual or English as a Second Language programs, but black migrant students and Anglo migrant students appear to have special problems with language as well. Obviously, some of these problems are caused by dialect. From 6.3 percent to 10.3 percent of the respondents indicated that white migrant students had language needs greater than those of Mexican-American migrant students, while between 3.8 percent and 9.3 percent perceived the needs of black migrant students to be greater than those of Mexican-American students. The nonstandard dialects of American blacks have been studied in some detail, as have regional dialects of rural white Americans. Perhaps teachers of migrant students need some education in dealing with these legitimate linguistic differences, for teachers and administrators were quite sensitive to these needs among the various groups of migrant students.

Finally come two important observations: First, more needs exist than are found by the majority of the state-level and local-level efforts. Therefore, needs assessment should be more flexible and thorough to determine the interrelated needs. Second, little evidence exists to suggest that programs are tailored to the specific needs of the various ethnic groups affected. Given the number of projects identified that are comprised wholly of one ethnic group or another, the translation of national goals can not be based solely on stereotypic images of "the migrant student."

CHARACTERISTICS OF MIGRANT EDUCATION PROGRAMS

A considerable number of teachers and administrators recognize the greater needs of migrant students independent of their low-income and/or minority group status. These respondents discriminated further in making comparisons among the various ethnic groups of migrants in a consistent manner. The educational needs of migrant students, therefore, are perceived as being both quantitatively and qualitatively different from those of other students, including other disadvantaged students. For this reason, the migrant education programs should not be simply a patched-up version of programs for other disadvantaged youth. More time, more attention, and smaller classes may be necessary, but it is not enough to increase the quantity of instruction and not modify qualitatively the content and methods. The needs identified in this study indicate that migrant education should have certain characteristics. The development of programs with such characteristics is the responsibility of all educators of migrant students, from the classroom to the national office.

Perhaps the philosophical foundation of migrant education is the most important implication of this study. This foundation is composed of the myriads of individual philosophies of education held by the educators of migrant children; of the group philosophies of the various agencies, communities, boards, and committees which influence migrant education; and of the interactions among all these individuals and groups. This foundation is not monolithic; in fact, there is some indication that there is no consistency of assumptions, philosophies, or approaches to educating migrant children.

Even though the current social context of the United States has utilized middle class behavior as the yardstick of success, and has rendered differences into deficits, it is of paramount importance that educators examine educational difficulties of migrant children as difference rather than as a special kind of intellectual disease. Indeed, only about one in three middle class families is intact, i.e., both natural parents living with children.

Current attitudes toward the migrant student must be changed. It is not enough to have an understanding of the facts of migrancy, of the facts of subject matter, of the facts of cultural differences, and of the methods and techniques of teaching. Teachers, principals, and administrators in local districts, regional offices, state offices, and national offices all must develop an understanding of, and respect for, the migrant students, the migrant families, and the conditions in which they live and develop. Knowledge of something at the intellectual level does not necessarily influence behavior as much as understanding and respect at the emotional and volitional levels do.

The behaviors of educators must be changed, whether the attitudes are changed or not. Respect must be developed, to be sure, but whether developed or acted out, it must be perceived by the migrant family and student. Expectations must be increased. Successful programs both at the local school level and at the post-secondary level prove that the migrant students are capable of meeting the same standards and achieving the same goals as other students.

The first characteristic of migrant educational programs must be the attitudes and behaviors on the part of the entire staff which are perceived as understanding of the human beings involved, including especially migrant students and families, respect for them, and a willingness to help them meet the standards and expectations set for all students.

Establishing nationally consistent standards and expectations for migrant students implies the cooperation of educators at all levels. At the national level there are worthy national goals; clearly a great deal of effort has been expended in attempting to reach them. At the state level, these goals need to be translated into a set of clear-cut, measurable objectives for the local projects. The states have the responsibility for establishing standards and ensuring their observance. At the local level, the project officers must generate the set of standards and objectives which the students are expected to meet. The efforts of the many local districts must be coordinated at the state level so there is a consistent set of standards and expectations in the state; the state level personnel must cooperate with personnel from all the other states to ensure the consistency of such objectives nationally.

Derived from the first characteristic, a second characteristic of migrant education programs should be the consistent identification of educational needs of the individual students. Educational needs can be defined as the difference between the level of skills and concepts the students have mastered and the level of skills and concepts they must master to achieve the educational goals that have been set. You can't get "there" from "here" unless you know where "here" is. The processes used to identify students' educational needs must be compatible throughout the nation, hence at the heart of this issue is the establishment of a meaningful system of data collection.

A national system of data collection must establish norms and standard procedures for identification and recruitment of eligible students, for assessing their educational needs, for keeping and transmitting data, and for evaluating both student progress and program effectiveness. At the local level, the system would provide the information necessary to design and adapt educational programs to meet the migrant students' needs. At the state level, the system would provide the information necessary to modify the minimal standards and expectations established for the local projects. At the national level, the system would provide the information necessary to coordinate the national migrant education program to serve the migratory students whose travel takes them across the nation.

The system should include pertinent data on the types of educational methods employed, and their duration and intensity in each case. This could take the form of a systematic, longitudinal sample design. Another possibility is to establish an experimental network of projects as laboratories for the various methods which show promise. This approach would be characterized by careful documentation of needs, prognostic and diagnostic educational programming, standardization of method and content, and rigorous analysis of student progress. Such approaches would provide, at a minimum, better descriptions of what might work with migrant students.

Whether a diagnostic-prescriptive approach is adopted for teaching the migrant student is immaterial. What is material, what is necessary, what is crucial is to know what the students' needs are so the educational process can be adapted to meet those identified needs. Although this is true for all educational programs and for all students, it is especially important in migrant education because, at best, the migrant student is likely to have fewer days of instruction, and almost certainly likely to have fewer days of instruction in any given classroom. Since each instructional day is more important, the benefits of each must be greater.

A concomitant characteristic is the adaptation of the educational program to the migrant students' needs. The orientation of the program should not be to time or to textbook since the one must not be wasted and the other is not standard from school to school. The value of each instructional day must ultimately be measured by the contribution to the students' mastery of defined skills and concepts. The migrant education program must be oriented to the achievement of stated meaningful goals which are consistent from one location to another.

The orientation of migrant education programs to the mastery of defined skills has been made immediately possible by the development of the national basic skills lists. The presentation of the first of these lists was probably the most important event of the Twelfth Annual National Migrant Education Conference at Virginia Beach, Virginia, in 1979. Not only have the basic skills been defined in a way that synthesizes the materials used for teaching throughout the nation, but also they have been codified consistently for use in transmitting student records through the MSRTS. Although these lists may require modification after they are tested by practice, they provide the necessary consistency for meaningful data collection concerning student progress. For this reason, if no other, the use of these lists of basic skills for record transmission should be mandated as a condition for the receipt of funds.

Internal consistency of a project is important, but the interproject consistency of orientation and adaptation to students is more important for the migratory child. It is impossible to consider each project's success in isolation if we are truly concerned with the education of the migratory student. No single project provides the entire educational program of such a student. Migrant education stands or falls on the merits of all projects and the degree of cooperation and collaboration achieved by all of them.

One key to such cooperation is record keeping and record transfer. This has been recognized at the national level, hence the establishment of the Migrant Student Record Transfer System. MSRTS has been criticized in four basic areas: record transmission is slow; data are inaccurate; data are not updated as required; and data are difficult to interpret.

The transmission of students records has, in some cases, been slow. The cause for delay, however, are only rarely systematic. State evaluation reports note that the migrant personnel in many areas fail to make prompt and adequate reports to the terminals. The terminal operator who screens and reports and identifies inadequacies must choose between transmitting inadequate, perhaps inaccurate, data and delaying the transmission. The first choice becomes the basis for the complaints about inaccurate data, even in cases where these data may be vital. The second choice provides grounds for complaints about tardy delivery of records. In some cases, the "batching technique" is used; records are allowed to accumulate until there are "enough" to be transmitted to the terminal. Finally, it has been found that records are not completed and transmitted until after the project is finished. The interaction of these human faults become enough to cause major delays in the operation of the system.

Inaccurate records are too frequently transmitted. This criticism means that inaccurate data are entered. Although intended to be a criticism of the system, the criticism must be leveled at the people in the local projects whose duty is to enter the records. As in all computer systems, the MSRTS is subject to the GIGO principle (Garbage In - Garbage Out). Humans, whether school personnel, clerks, or operators, will make errors; this can not be avoided. Nevertheless, states report that even experienced people fail to provide adequate information on the initial forms and, in some cases, there are not enough people to review and complete the records. When the migratory child moves, the inaccuracies in the records may not be verified. The clerk and/or terminal operator then must choose between transmitting inaccurate data or no data. Again this creates a "no-win" situation for the system.

An underlying difficulty, less often the object of criticism, is that records are not entered and updated as they should be. If it is true, as some states report, that some local projects do not complete and transmit records until after the project is finished, the probability of delay and inaccuracy is multiplied by haste. In theory, the migrant students' records are to be placed in the computer upon their enrollment and periodically updated during their stay. If this procedure were used at all project sites, the number of problems reported would be reduced. Our review of state applications and evaluations indicates that few states make training personnel and cooperating in MSRTS a priority. Slightly over half of the states report training activities; these do not include Texas, one of the three major homebase states. Of the three, California and Florida have formulated goals and have reported activities to improve the operation of MSRTS. Few states have indicated that the success of any record exchange system is a major concern.

Finally, the MSRTS data are often difficult to interpret. In the past, the system has had to use whatever indicators of student progress that a local project may be using. Often the scores on standardized tests were entered. The teacher in the receiving school might be totally unfamiliar with the test and unable to use the results. The System could not interpret the data in terms of the individual teacher's needs. This very real systematic problem has been studied and a possible answer has been worked out. MSRTS presented the National Migrant Education Program basic skills lists at the Twelfth Annual National Migrant Education Conference. These basic skills lists are catalogs of skills "typical of the K-12 grade range." Each of the skills has been given a unique number to be entered in the computer. The reporting teacher is to note which skills the migratory child has mastered in this sequence; these are transmitted to the computer. The teacher in the receiving school will receive this list (there are several options which may be requested) and from it be able to begin the instructional program at the point in the sequence indicated.

Even though much work is being done, especially at the national level, to improve MSRTS, the success of the system depends on having full cooperation from the states, the migrant projects, and every person involved in educating the migrant child. Such cooperation could be mandated by law and a system of rewards and penalties be established to ensure such cooperation. Certainly full cooperation with MSRTS in all its functions should characterize the migrant educational program at the local level. If this cooperation can not be gained through professional responsibility and sincere concern for the education of the migrant students, it should be ensured by compulsion.

Student records must be entered without delay and updated on a predetermined schedule. Projects which do not comply with the conditions of record keeping and reporting should be penalized. Such a plan may require a national system for identifying and assigning a unique number to each migrant student; it may demand the provision of additional personnel; it may necessitate the assignment of record keeping to the migrant teacher (with appropriate time allowed) and of record transmission to an administrative officer of the project. Whatever accountability is necessary to assure the success of a national record transfer system, whether MSRTS or some successor, it should be a condition of funding at every level.

Competing systems must not be tolerated. Their existence, in and of itself, causes unwarranted confusion and fragmentation of effort. Although another system may be better adapted to local situations and conditions, migrant education is and must be a national program because migratory students travel from one end of the nation to the other. The use of one system throughout the nation contributes the program consistency that is indispensable. It is the obligation of all educators of migrant children at all levels to collaborate in the improvement of the system through principled modification.

Adaptation of methodology is also indicated. In any classroom are found students at a number of different levels of skill and concept development. In a migrant education project, the time of one student should not be wasted on assignments designed to teach an already mastered skill or concept. This implies some degree of individualization, whether it is achieved by the teacher's working with small groups or assigning work on a strictly individualized basis. Elements of a self-paced approach should be incorporated into the program. Teachers should make effective use of aides, where they are available, parent and community volunteers where they are available, and other students. Individualized tutoring is always possible to arrange and, if this requires peer tutoring and/or cross-age tutoring, both the tutor and the student being tutored will make significant gains in the process. The consistent, planned use of all available resources to meet the individual student's needs should be part of the basic plan of the migrant education project.

Federal, state, and local programs are severely handicapped in terms of expertise, manpower, and guidance for planning to meet the educational needs of migrant students. National goals are so broad that almost anything goes. If any mechanism exists to specify the objectives to pursue in meeting national goals, it is not clear how it operates. States and local projects show such differing methods and priorities, along with a virtual lack of meaningful evaluation, that it is nearly impossible to determine what is being done, how well it is being done, or whether anything is being done at all. Obviously, something is working, for a surprising number of migrant students are doing well in post-secondary settings. However, in the face of sparse documentation of success it is impossible to suggest specific structures, content, or methods which should be used in local projects. It is so difficult to determine what is being done that necessary changes can not be described. Until orderly setting of objectives, process evaluation, and outcome evaluation are achieved, a wealth of information will be lost or obscured, and scarce program resources will be wasted in scattergun solutions directed toward a complex set of problems.

ROLE OF TEACHERS

One teacher can often overcome inadequacies in a local school system to provide adequate education for a group of students. This is possible because education depends crucially upon the interaction of the teacher and the student. In migrant education, however, there must be a greater sharing of responsibility to ensure adequate education for migrant students. The educational hierarchy of the system must dedicate supreme efforts to providing for adequate, well-designed projects. These projects can not be successful without competent, understanding teachers, but neither can such teachers be successful in educating the migratory students without an adequate system. The local teachers can not move with the students because the students do not move in classroom-sized groups; the local teachers can not cause the proper operation of the record transfer system, although they can cause its failure by inadequate record keeping and reporting; the local teachers can not be held accountable for all instruction for a given group of migratory students. On the other hand, the entire educational hierarchy of the migrant education system may work like Trojans to build an adequate system, yet the system will fail without adequate teachers.

Adequacy of teachers may be defined in several ways; to some extent several of the definitions are intended. There must be an adequate number of teachers; these teachers must be adequately trained in the content they are teaching and in the methods which may be used; these teachers must be personally adequate to meet the challenges of relating well with the migratory students.

It is impossible to state objectively the number of migrant teachers which is adequate. One can not safely estimate an optimum teacher-student ratio. An adequate number of teachers in any given project must mean that there are enough teachers to deal with each individual migratory student both personally and educationally. The teacher must have time to listen, to evaluate, to inculcate concepts, and to prescribe activities to develop skills. Moreover, the teacher must have time to manage the classroom environment, to keep the necessary records, and to report the progress of each migratory student periodically. Because all teachers have different talents and skills, the amount of time each teacher must have per student to do an effective teaching job varies.

Adequately trained teachers in content areas and methodologies are those teachers who can teach. They are competent. They demonstrate the ability to manage the classroom environment and the instructional process so that the students learn, for without learning there is no teaching. Such adequacy can not be determined by the number of semesters or quarters one has attended an institution of higher education. Whether the teacher has developed competence through formal education or experience is unimportant. Hallmarks of such teachers are difficult to define, but easy to sense in personal contact. The competent teacher understands the materials to be taught rather than just being able to quote a book or parrot a professor on the subject. Principles are related to facts, details are related in consistent structures so the teacher does not spend inordinate amounts of time on unnecessary details or slight crucial facts. Teaching is an orderly process although many different approaches to the order necessary for structured learning environments are possible. The competent teacher uses methods that fit both the preferred teaching style and personality of the teacher and the preferred learning style and personality of the learner. For some teachers, the classroom will be a very ordered environment with rather strict rules; for others, the classroom will be rather informal and the casual observer may fail to perceive the underlying organization and governing principles. In all cases, the progress of the students in mastering concepts and skills will demonstrate the teacher's competence.

Since the migrant project should provide for varied methodologies, including some degree of individualization, elements of the self-paced approach, and tutoring, the teacher must be able to orchestrate all of these elements and bring them to bear on the education of students. This implies competence in management. It also requires that the teacher be able to demonstrate desired practices to and oversee the work of aides, parent or community volunteers, or students cooperating in the instructional process. The teacher is responsible for the evaluation of the students' educational needs and for the prescription of activities to meet those needs.

As the person responsible for the migrant child's education, the migrant teacher must be able to keep accurate records and make clear, complete reports of the child's progress. When migrant students enter the classroom, the competent teacher knows what records to request, knows how to use those records in determining what the students' needs are, and knows how to maintain and update those records. When the migrant students leave the classroom, the teacher knows how to complete the required records and transmit them.

It is possible that many otherwise highly-qualified teachers may not have the personal qualities necessary to teach migrant students. Reading a report or a book about the conditions of migrant workers, seeing a television documentary concerning the problem of migrant farm laborers, or hearing accounts of experience from migrants may not enable the teacher to relate at the emotional level with the migrant students in the classroom. Although it is more likely that an ex-migrant or currently migratory teacher, will be able to understand the students' problems, the experience alone does not guarantee understanding. In fact, the particularly intelligent ex-migrant student who has not actually experienced the common frustrations in learning academic content may be particularly callous.

Teachers who are sensitive to the emotions, desires, and abilities of their students may be successful in teaching migrant students without a great store of facts concerning migrancy. Such teachers may never have to experience the hopes, despairs, joys, tragedies, aspirations, and fears of the migrant students to be able to understand and respect them as human beings. Without this background experience, these teachers may have to listen more and work harder to overcome certain communication barriers. On the other hand, they will probably be both more sympathetic and more demanding of excellence because they see the possibilities and the talents that other teachers have missed. By establishing a warm, personal relationship as one human being with another, they may do more than others to encourage, motivate, inspire, and teach. They may overcome technical deficiencies in the subject matter and substantive problems in teaching methods and techniques simply because they are able to relate well with the migrant student.

The best teacher for the migrant students is one who is both personally and professionally adequate for the job. The best project is one which is adequately staffed with such teachers.

TEACHER TRAINING

Although teacher education is usually associated with schools of education, it is a shared responsibility. Part of the responsibility belongs to the institution or agency which establishes certification standards for teachers. Part belongs to the school of education. Part belongs to the employing local education agency. Certainly part belongs to the teacher.

Certification standards focus principally on the person's competence in the realm of content and methodology. The more "objective" and practical the standards, the more likely they are to consider observable, quantifiable behaviors rather than philosophical and attitudinal stances. While this approach may represent legal wisdom, it ignores educational research regarding the importance of the teacher's attitudes in the academic progress and self-concept of the students. Arthur Combs, in comparing the characteristics of "good" and "bad" teachers, indicates that the teacher's values, educational philosophy, beliefs about himself and others, and basics of instructional methods are better determinants of success than the knowledge of subject matter and the science of teaching. (3) The entity which establishes certification standards should attempt to find ways to include standards in the affective domain in their set of certification standards.

Schools of education are particularly vulnerable to criticism. Because their reason for existence is the production of professional educators (teachers and administrators), they are blamed for the weaknesses of their graduates. Such blame is not entirely misplaced. The school of education stands as the guardian of the gate for all professional education. Its standards and attitudes will be impressed upon its graduates, for better or for worse. Educators generally pay lip-service to high standards and betray them in practice. The conflict begins with the admission of students into the teacher education program.

If a school of education sets high admission standards and rigidly enforces them, fewer, but better, students enter the program. In theory, this improves the program and promotes the improvement of the entire educational system. Unfortunately, in practice this may threaten the jobs of some of the professors, for funding is often based on some sort of head-count or semester-hour production. If the number of students enrolled in the professional education classes is materially reduced, funds are reduced and salaries are threatened. Only altruistic idealists and securely tenured professors are likely to promote and defend rigidly enforced, high admissions criteria.

Furthermore, schools of education in their own legal wisdom are hesitant to refuse admission on the basis of philosophical and/or attitudinal inadequacies. Should the rejection be appealed, especially in a state-supported institution, the school would be much more comfortable with and confident in an objectively observable, countable inadequacy. Besides, the professors have at least two unassailable rationalizations: (a) such standards might be an abridgement of the student's rights under the Constitution, and (b) there is the possibility that the inadequacies in the affective domain will disappear with training. So potentially inadequate teachers are admitted to the program.

For two or three years, the school of education concentrates on preparing the candidate for the role of the professional teacher. Courses are required in the content which will be taught in the public school. Adequate mastery of the content is proved by the grade point average in those courses. More courses are required in professional education. To a large extent these courses deal with the science of teaching, i.e., the methods and techniques. Whether in lectures or in less traditional ways, the students master the skills of presenting information; they may have occasion to discuss classroom problems such as discipline. Their grade point average in these courses indicates their mastery of the observable, measurable behaviors desired by the professors. The candidates are now ready for the final hurdle: student teaching.

The school of education now examines the transcripts: the grade point average is acceptable. It examines the recommendations presented. Almost everyone can find enough friends to provide the requisite perfunctory, unenthusiastic recommendations. It is almost inconceivable that one will be rejected at this point because of counterproductive attitudes and philosophies. Instead, the problems of determining objectively these inadequacies are raised, and the supposed impossibility of documenting them is stated. No one mentions the grade-inflation which may be rampant (in one survey of grade point averages the mode was a perfect 4.0). The objective, traditional, standard criteria have become less meaningful and the problems of measurement in the affective domain obviate the establishment of standards based on research which shows its importance. So the candidate begins student teaching.

During the student teaching experience, the candidate is observed by at least two people: the public school teacher who supervises the candidate's daily activities and the college professor in charge of student teaching. Inadequacies in the mastery of content, in the mastery of methods and techniques, and in teaching stance (the affective domain) are to be observed, documented, corrected, and evaluated. It is unlikely that inadequate mastery of content will be observable since the candidate is dealing with the subject at a far lower level than that attained in the college classroom. It is improbable that serious inadequacies in methods and techniques will emerge. Some problems of classroom management and discipline will be discussed, but with the regular teacher standing by to maintain order, these problems will rarely be great enough to deny the candidate a certificate. Attitude and philosophy are likely to be ignored by the public school teacher for exactly the same reasons that were given previously by the school of education. So the candidate graduates with degree and certificate, then seeks employment.

Somewhere there is a local education agency that employs the teacher. After a week of pre-session orientation largely devoted to the rules and regulations of the district, the records that must be made and kept, and the mundane matters of classroom assignment and distribution of supplies, the neophyte greets the students. It is now the responsibility of the principal, and the supervisor in some cases, to provide any additional training the teacher may require. Most are not well equipped to promote behavior and attitude modification.

Because of this approach to teacher training, one of the major problems in migrant education is the need for understanding teachers. In the data gathered in this study, the teachers' competence in subject matter areas is not criticized; the teachers' ability to present the material is not questioned; the teachers' attitude and willingness to communicate frankly with the migrant is listed as a major, if not the major, need in migrant education. In the final analysis the teacher must be responsible for his own attitude, philosophy, and teaching stance. Part of teacher training should be dedicated to impressing the importance of the affective domain on the teacher's consciousness and conscience.

Given the legal, economic, and political realities of teacher education, a number of changes must be suggested. None of those changes can require blind altruism, superhuman abilities, or legal, economic, or political suicide. To get from this defined "here," to "there" demands a realistically defined "there."

Certification agencies are not likely to establish standards in the affective domain. Such a course, at this juncture, could result in undesired and undesirable legal actions. The disposition of such suits could impede necessary research in the affective domain and delay the possibility of developing and implementing enforceable standards in this area.

Schools of education will continue to operate within the established framework. Some modifications are possible and needed. The school of education should define and adopt a consistent, clearly enunciated philosophy. It should require that all its professors demonstrate acceptable attitudes or stances which teachers should maintain. In a sense, this only means that the school of education and its faculty be professional.

Professors should establish reasonable standards and expectations, then work with the individual student to ensure, as far as possible, that the student meets them. Since the future teacher must develop the intellectual schema for the proper organization of information, the professors should continuously strive to make their schema evident. Organization and classroom management techniques should be demonstrated in the courses along with varied approaches, methods, and techniques. All of those skills the professors attempt to inculcate should be demonstrated appropriately.

Because individualization of instruction is needed in the migrant education program (as well as more generally), professors should adopt various strategies for individualizing the instruction in their own classes. Certainly some sort of grouping techniques and peer tutoring should be demonstrated. Elements of the self-paced approach should be attempted. Multiple resources (whatever is available) should be utilized in planned, coordinated, and effective ways. Diagnostic and prescriptive skills should be demonstrated throughout the program.

Evaluation techniques must be taught and practiced. The prospective teacher must learn to set goals and to develop objectives, then use them in evaluating the students. The means of determining educational needs must be developed; the use of the data must become a normal part of planning the instructional activities. Adequate record keeping systems must be developed and their importance demonstrated. Professors of education should share with their students all the intricacies of their own practice, for skills are best taught by demonstration and emulation.

Above all, the school of education must demand practice, practice, and even more practice. The prospective teacher must practice professional attitudes, practice professional behavior, practice professional skills, and practice professional ethics.

Finally, the school of education should find ways to establish and enforce professional standards in the content areas, in professional skills, and in the affective domain. The grade point average is becoming a weak instrument in many places. The establishment of competency-based teacher education programs is an attempt to solve part of this problem. It is probable that the disciplines commonly categorized as Arts and Sciences have some elements of the competency based format. Although it is unlikely that their standards meet the expectations of the professor of education, the standards can be incorporated into the evaluation of prospective teachers. The school of education itself can define objective standards in the area of teaching skills. Attention must be focused on the development of programs and evaluation techniques in the affective domain. Olmsted, Blackington, and Houston (4) developed an approach to the definition of stances which teachers take. They found that the stance taken by the prospective teacher was a rather reliable indicator of success. They recommend the use of such evaluation as part of the admissions process in schools of education. Certainly a candidate's teaching stance should be honestly and objectively evaluated, then used as a basis for counselling and further training.

Similar evaluations should be part of the faculty evaluation process in the local education agency. Employment and teacher assignment should be based on more than gut-feelings and seat-of-the-pants administration. The average district is probably more professional in the hiring of the coach of its most important athletic team than in the employment and deployment of the other faculty members. Academic and teaching skills are as important in the classroom as the knowledge of football and coaching skills on the gridiron. The attitude of a winning coach is no more important than the attitude of the classroom teacher. The great athlete rarely competes for more than twenty years; the average migrant child must compete in the job market for the remainder of his life.

Finally, the teacher should be aware of the relevance and importance of attitudes toward the student, especially the disadvantaged student. Cole and Bruner (5) list two implications of importance:

> First, recognition of the educational difficulties in terms of a difference rather than a special kind of intellectual disease should change the students' status in the eyes of the teacher. If Pygmalion really can work in the classroom, the effects of this change in attitude may of itself produce changes in performance. Such difference in teacher attitude may of itself produce changes in performance. Such difference in teacher attitude seems to be a prime factor in the explanation of the fine performance obtained by Kohl and others with usually recalcitrant students.

> Second, the teacher should stop laboring under the impression that he must create new intellectual structures. He should start concentrating on how to get the child to transfer skills he already possesses to the task at hand. It is in this context that 'relevant' study materials become important, although 'relevant' should mean something more than a way to motivate students. Rather, relevant materials are those to which the child already applies skills the teacher seeks to have applied to his own content. It requires more than a casual acquaintance with one's students to know what those materials are.

Teacher training is a never-ending process. Although the teacher's time in the college or university may be limited to a brief, concentrated program, the time in the public school is more extended. The district should plan continuing inservice education for all teachers. But most importantly, the teacher must continue to learn from experience, to develop and refine skills in constant practice, and to broaden and deepen the understanding of human beings through continuous communication with and concern for the students. Such teachers are the professionals.

PROGRAM MODELS FOR TEACHER TRAINING

The modification of teacher training programs to incorporate needed training activities must be effected at several levels. Certain features of the traditional division of responsibility and labor should be reconsidered to make various organizational and curricular changes possible. Although a lower overall "quality" of students in professional education may have to be accepted (6), institutions of higher education and local education agencies should develop collaborative arrangements to minimize the effect of these conditions. The major contribution of entities outside these categories, such as Teacher Corps, may provide both the impetus toward innovation and the reward through funding of creative, collaborative structures.

Many of the changes which should be made in colleges of education have been discussed. These include emphasis on developing practical standards in content areas, in methodological skills, and in the affective domain; on each professor's demonstrating and using the skills the students are to learn; on being professional in the enforcement of standards in all realms. Such changes can be made within the existing programs.

Other changes in the operation of colleges of education will require some organizational changes. For example, professors need to understand the changing roles and responsibilities of the public school teacher. In far too many cases, the professor has become an outsider, isolated physically, emotionally, intellectually, and professionally from the public school. In spite of past experiences, the professor tends to believe in the common existence of ideal situations and romanticize, if not fantasize, his own experience. Real limitations are dismissed and real problems are ignored. To remain realistic and current, the professor must continuously experience real world classroom situations. Research, especially when it takes the professor into real classrooms, is one way to maintain currency. Other ways should be developed. Professors could serve as substitutes in local districts; they could serve as community volunteers and work under the direction of the public school teacher; they could volunteer to teach in the public schools on a limited-time basis. The common denominator of these suggestions is that professors of education would have continuing experience in the public school classroom.

Colleges of education should develop the structures necessary to provide actual field experience to each prospective teacher from the time of admission. College students who want to become teachers should be required not only to observe but also to intervene in the educational process. They can serve as volunteer aides and tutors. They should serve as playground or lunchroom supervisors. They might become involved in youth-oriented community agencies, organizations, and activities. They need to be exposed to the real world of problem children and youth in environments such as the street, the playground, the half-way house, and the neighborhood. They must experience the world of the students--white, black, Mexican-American, Native-American, and all the other hyphenated Americans possible; upper class, middle class, working class, low-income; suburban, urban, and rural. While it will be impossible to pack all these experiences into the two or three year training period, the college of education should plan to include as many as possible.

The traditional Teacher Corps internship is one viable model. Its emphasis on the hands-on, practical field experience provides many of the characteristics described. It is adequate for training a few highly-qualified teachers. For considerations of cost-effectiveness, the model should be expanded. An expanded model might come closer to duplicating the normal work load of the college, hence be more effective in effecting permanent modifications in the permanent organization.

The traditional one institution of higher education (IHE) and one local feeder system (LEA) model is probably not adaptable to migrant education. Migrant education, by its very nature, is a complex, geographically extensive, amalgamation of varied programs. Teacher Corps, in conjunction and collaboration with Migrant Education, should investigate the feasibility of other models.

The goals of teacher training models designed for migrant education should be:

a. To give the prospective teacher the necessary course work to earn a degree and/or teacher certificate, and a wide range of field experience in migrant education projects in different regions of the nation.

b. To create a system in which the prospective teachers' studies are not interrupted because they follow the migrant stream and work in different migrant education projects.

c. To provide local migrant education projects the opportunity of contributing to the training of a cadre of migrant education specialists, and capitalizing on the skills of prospective teachers from other areas when the local need arises.

One possible model would retain the single IHE, but redefine the "feeder system" to include a network of projects within a migration pattern. The communication nexus in this model would be the college or university. The project would provide for the migration of the interns, team leader, and part of the teaching staff on a schedule similar to that of the migratory students. If the pattern of migration of a small group of students could be established, the project personnel should collaborate with the local migrant programs serving the students. In general, this model would require the participation of local migrant projects from south to north.

Within the one IHE to many LEA model, the IHE would be responsible for designing an adequate teacher education program and for making the arrangements necessary to coordinate the program with the interns' travel. It would have to work closely with the various LEA projects to ensure that the training activities and proposed travel schedules met the needs of each LEA. It would be required to negotiate the level and type of intervention of the interns in the local migrant education projects.

The various LEA's would be required to define their educational philosophies, determine the scope of the Teacher Corps interns' activities in the local projects, and participate in the ongoing teacher training activities. Since each migrant education project would preserve its own organization and program, each would have to be responsible for orienting the IHE personnel and Teacher Corps staff and interns to its modes of operation, objectives, and goals. The various projects, of necessity, would strive toward the interproject consistency described above.

Such a model will probably be more feasible for the private IHE than the state-supported since turf divisions are less commonly geographical for private institutions. Various incompatibilities of state requirements would require study and, probably, some creative management.

A more extensive model would be a network of cooperating IHE and associated LEA migrant education projects. The network would be composed of:

a. Cells. The cell would consist of a number of prospective teachers (interns) and at least one professor/team leader.

b. Clusters. The cluster would consist of a host IHE and one or more associated LEA migrant education projects.

c. National office. The national office would be responsible for the coordination of all inter-cluster activities.

The structure of this model would be provided by the network of clusters. Within the cluster, the IHE would provide the necessary study and research facilities for the education of the interns while they were located in the area, would share the burden of providing professor/team leaders for the various cells, would cooperate in a system of credit exchange so the interns would be able to count their studies toward graduation and/or certification. The LEA would provide the facilities and the opportunities for field work. Of course, they would also gain the services of the IHE and the cell for the development and implementation of the local project.

Teacher training would be provided in the cell. Each professor/team leader would be responsible for teaching the formal education courses necessary for graduation and/or certification. Because the entire cell would be mobile, the movement of the interns would not, therefore, interrupt their educational process. The interns would also be involved in the activities of the LEA migrant education projects under the direction of the professor/team leader. These field based activities would be carried on in cooperation with the various projects to which the cell would be assigned. Since one professor can not be expected to teach all the professional courses that the interns would have to have, the same professor/team leader would not remain in the cell for its entire life cycle.

The movement of the cells would be coordinated by the national office. A preplanned pattern of movement would be established to ensure that each intern would have experience in a variety of migrant education projects at widely separated locations.

Such experiences would provide the basis for the development of understanding of the conditions of migrancy and the experiences of the migrant student. Furthermore, the national office could reassign a cell to a cluster which experienced an unanticipated need. Several examples could be cited of a migrant project receiving students for which it was unprepared: the enrollment of Spanish-speaking migrant students in projects in which there were no Spanish-speaking personnel is a clear example of such unanticipated needs. The national office would have records of the special talents and competency of the people in each cell so that such emergencies can be met.

Communication among clusters and cells would be facilitated by the national office. When a local project bacame aware of a special need, it would contact the associated IHE; the IHE, in turn, would communicate with the national office to obtain assistance in meeting the need. The cells would be organized with special talents in mind, and the cell professor/team leader would continously apprise the cooperating IHE and national office of the development of the interns capabilities.

Additional models along these lines can be multiplied. To a greater or lesser extent they will meet the established goals. These and other models may be adapted to serve a number of other functions and to provide other sets of benefits.

One possible modification would increase the possibility of attitude development. This would require the interns to share the migrant experience by living in the labor camp and working with all age groups both academically and socially. For students who are totally unacquainted with this sort of environment, a real possibility of culture shock must be considered. To implement such a program, the sponsors should arrange for the presence and continuous intervention of experienced professional psychologists and sociologists. The cell meetings should include discussions of the personal problems that are being encountered in the cross-cultural communication process. Under the direction of competent professionals, the interns should develop both understanding and experiential background that will enhance their professional practices.

Another possible modification would include training for parent and student tutors. At least a portion of the work of the interns would be the development of tutorial skills and content competence of migrants themselves. The training of the migrant parent and/or youth to assist in the education of other students would pay double benefits: these people could contribute these skills within the organization of the local project or within the environments through which they constantly move; and these people will likely develop greater competence both in the subject matter and in the methods of studying and learning.

The modifications which have been described illustrate some of the flexibility which should be possible in basic teacher training program models. Further modifications could also be multiplied, each having its own purposes and merit.

The models and modifications suggested as possibilities illustrate two important points. First, teacher training programs can be modified to incorporate the kinds of activities and experiences prospective migrant teachers should be given. Second, given the necessary cooperation of IHE's, LEA migrant education projects, and various funding agencies, such teacher training programs could utilize a combination of IHE's, LEA's, and non-traditional settings, such as the migrant labor camp. Almost all of the elements in the proposed models and modifications are adapted from successful practices in innovative educational programs. Further adaptations may be suggested by or required in attempts to implement them.

MODIFICATIONS IN TEACHER CORPS REGULATIONS

The suggested models for training a cadre of migrant teachers can not be funded under present Teacher Corps regulations. If Teacher Corps is to provide effective service and exercise creative leadership in migrant education, it must be allowed to deal with two realities: (a) migrant children are not served within one local education agency or feeder system, but travel across the nation; and (b) Teacher Corps interns being trained to serve migrant children must have multiply diverse experience in a wide range of migrant education projects. Because of the needs of teachers in the affective domain, prospective migrant teachers should share the experiences of migration as much as possible. Until the teachers understand the problems students have in trying to study in substandard, crowded environments which lack the basic tools for academics, they will continue to misjudge the migrant students in their classrooms. Nor is it enough for the teacher to make a home visit in the area of the school, for this "home" is only temporary. Other "homes" and sights and noises and smells crowd the memory and create different meanings for common words. Ideally the teacher should experience the modern GRAPES OF WRATH environment of the children, if only for a short time. One of Teacher Corps' major contributions to migrant education would be the exposure of professors of education, teachers, and prospective teachers to the realities of migrancy. This is a major purpose of the suggested training models; this is the major reason for changing Teacher Corps regulations.

In order to permit Teacher Corps funding of innovative migrant education projects, a number of specific changes in regulations are necessary. Some of the specific regulations as published in the FEDERAL REGISTER (Vol. 43, No. 37) Thursday, February 23, 1978, are discussed below.

172.3

In some way the definitions need to be expanded to include the possible organizational arrangements proposed. For example, either the definition of "local education agency" should be changed to include those states that operate experimental programs, or subsequent parts of the regulations should be changed to allow wider participation. As another example, "teacher aide" should allow the involvement of parents, whether by changing the definition, by changing the certification terms, or by specifically naming parents as agents in the educational process.

172.10 (b)

With some of the organizational variations suggested, it would be necessary to allow more than one state educational agency to be involved in the proposed network of clusters, cells, IHE's, and LEA's. Teacher Corps can not foster interstate cooperation, a migrant education goal, yet deny the chance for several states to address the needs of students who do not stop at state boundaries.

172.12 (a)

If wider involvement of projects is envisioned to allow for controlled comparisons among methods, structures, settings, and personnel, it is necessary to allow the involvement of more than two to four feeder schools. Whether the necessary expansion is accomplished by a redefinition of feeder schools or project schools to include a number of migrant education projects or the creation of a new term is a matter of some consequence, but a functional change is necessary.

172.12 (c)

This rather stringent requirement that "each school" be "eligible under Title I" might need to be relaxed in order to test out various models of needs assessment and evaluation. The establishment of the needs of average students and the meeting of their needs would be a logical step in the continuing modification of teaching methods and content. To do so would require tighter control of both kinds of school settings.

172.14 (b) (2)

It is conceivable that "other residents [emphasis added] of the areas served by the project schools" could be interpreted to exclude the parents of migrant students. It would seem most desireable to have this section and other sections of the regulations address the greater levels of effort required to include migrant parents in the projects.

172.15 (b)

Once again, it seems to be in the best interests of Teacher Corps to foster the involvement of the target group in policy making. To do less is to leave any policy made open to criticism and condemnation by those affected. Therefore, it would appear to be prudent to require the involvement of a migrant parent, if such a person is not the chairperson of the local community council. Unquestionably, this brings about a set of difficulties owing to the mobility of migrant parents. Expanded projects such as the network suggested, however, will require enlarging the conception of the policy board. There are ways to solve this problem and Teacher Corps should strive to remedy this noticeable deficit.

172.17

There is a minor problem of format: Parts (a) and (b) seem not to be coeval. Overall, this represents a relatively puny involvement of the state educational agencies, especially in light of the proposed suggestions included above. Certainly, projects require the forebearance of the state educational agencies, but they would benefit from a more active role on the part of the SEA.

172.33

The proscriptions on reapplication would severely curtail any benefits to be realized from the dissemination of programs, processes, and content through the vehicle of local educational agencies and IHE's. All of the documented federal efforts (NIMH, USPHS, LEAA, and USDA, for example) to diffuse and disseminate new knowledge and technologies are characterized by the role of the originating entity in technical assistance to adopting/adapting organizations. These studies point out also that the time frame for diffusion and dissemination, on the average, runs over the five year period allotted to Teacher Corps projects.

172.40 - 172.52

Each of these sections would have to be considered for revision if any or all of the above suggestions are to be implemented. A major area for consideration is the making clear of definitions and the provision of standards for training. For example, 172.47 (b) (3) would do well to set limits and expectations for "practical experiences and training in the community served by the project." 172.49 may well benefit from the inclusion of a longer period of time for the training of interns. Interns would benefit from the documentation and dissemination periods of the grant. 172.51 needs to be amplified considerably. Parents should be explicitly included in this section. 172.52 contains some of the most ambiguous and insidious wording in the whole of the Rules and Regulations, yet is crucial for the carrying out of the basic mission of Teacher Corps.

172.60 - 172.65

These sections also suffer from ambiguity. Although some editions of the Federal Register have amplified the meanings of terms such as "improved school climate," "improved educational personnel development," "educational improvements," and "adaptation," the meanings are not at all clear in the regulations and are improved only slightly by the subsequent discussions. "Improved school climate" should be defined either by the process of objective baseline data compared with subsequent measurements or by the setting of some standards by which the "school climate" might be assessed. There are many possible measures that could be employed: attitudinal surveys, attendance data, and other, less obtrusive measures are well validated. The same criticisms and suggestions are generalizable to "project objectives," "school objectives," "educational personnel development system objectives," "institutionalization objectives," and "demonstration and dissemination objectives."

172.80 - 172.94

These sections need to follow any changes in structure suggested above. For example, 172.80 (b) should include parents of migrant children in specific terms. Sections pertaining to teacher-interns may require change for different types of organizational arrangements or travel requirements.

Subpart D - Project Administration

All of Subpart D might be affected by any changes as suggested above. 172.114 would surely be affected by changes in organizational structure, especially in terms of "direct supervision" (172.114 (a)). The same general caveats would apply to Subparts E and F. Clearly, objectives and definitions, along with evaluation criteria, need to be made more specific to afford the required comparability among variations of projects.

512 - 517A

These sections treat the structure and responsibilities of the Teacher Corps. Any of the changes suggested above could increase the work load of Teacher Corps personnel, which would require commensurate increase in the staff capabilities. Paramount among the needs of Teacher Corps in carrying out the program changes noted would be the need for technical assistance personnel expert in program design and evaluation to be made available to the states, IHE's, and LEA's. The availability of systems under other direction, such as MSRTS, should be assured. There needs to be clear definition of the possible relationships between Teacher Corps, Department of Labor, Department of Agriculture, Migrant Education, and other federal agencies with funds that would be administered under the umbrella of Teacher Corps projects.

PARENTAL INVOLVEMENT

Parental involvement is required in each migrant education project. Parents are to be involved in the planning, implementation, and evaluation of the projects. What often happens is somewhat less extensive. In some cases, the involvement of parents generally is a myth. At a public meeting a group of parents are elected to the Parent Advisory Council. The PAC meets periodically to discuss the progress of the project. In some cases the PAC has become such an extraneous organization that parents fail to attend, so the number of meetings is reduced.

Migrant parents can not be expected to assist in planning, implementing, and evaluating migrant education projects unless they are given appropriate training. All parents should be made aware of their rights and responsibilities. This information should be accompanied by some form of advocacy training so the parents can learn to organize and to present their ideas, demands, and complaints to the proper persons. They should be taught how meetings and hearings are manipulated, and what recourse they have immediately in terms of the procedures and subsequently in terms of appeals or further action. They should be made aware of successful educational practices and how these practices may be written into a program. This presupposes orientation to the educational structure and programs of the local education agency and the development of some clear ideas of the migrant students' educational needs.

Training should also be provided to parents who wish to become involved in the educational process. Some parents may be able to fulfill the duties of teacher aides. Some may develop skill as tutors so they can reinforce the instruction given by the teacher. Some may make contributions by developing and/or preparing instructional materials. Ignoring the children's first teacher, the parent, seems an unnecessary waste of opportunity and talent. The parent, unlike the teacher, will be with the child throughout the entire educational process, hence should be trained to assist the migrant children in learning the basic concepts and developing the basic skills which are to be mastered.

Training should be provided to enable parents to evaluate educational projects accurately. Parents should be taught how to use educational objectives, such as the basic skills lists, and simple evaluation techniques in determining for themselves the progress of their own children, hence the degree to which the projects are meeting the children's needs. The aim of such training is to create the conditions for active cooperation and collaboration of school and home in educating children.

CREDIT EXCHANGE

Much more work should be done to facilitate the exchange of academic credits counting toward graduation. It is not likely that graduation requirements will be standardized, but some thought should be given to the development of interstate agreement on a core of requirements which are acceptable throughout the nation. Given the mobility of the American population, such standards are needed by more students every year.

State and local requirements are valid, but they should not be excessive. Even these requirements should be stated in such a way that the migratory student can meet them. Perhaps some hints can be taken from the competency based approach. Credit should not depend entirely on a prescribed number of clock hours in a classroom. It is likely,however, that major changes in this realm will require legislative approval.

Alternative ways to meet graduation requirements should be investigated by states.

The goal of credit exchange is not to lower standards or to provide some easy way to get a diploma. The goal is to give the migratory student appropriate recognition and credit for the work he has done.

INSTRUCTIONAL MATERIALS

Assuming that migrant educational projects address the development of basic skills and that migrant parents and/or students are trained to assist in the educational process, only one other piece is required for greatly improving migrant students' educational opportunities: relevant instructional materials. Already some publishers are making an effort to identify those materials which relate to the basic skills lists. Their goal, doubtlessly, is to sell their materials to projects which have adopted the lists. Their idea, nevertheless, is sound education. Having the instructional materials keyed to the basic skills lists facilitates the record keeping process, enhances the validity of the records transmitted through MSRTS, and enables the receiving teacher to identify accurately the point at which the arriving student should begin studies.

There is a further implication, however. Given the basic skills lists, packages of instructional materials should be prepared. Kits of inexpensive, consumable material which can be used by minimally trained parents and older students should be produced. When the children move, the relevant materials should be sent with them. During the travel periods, such materials could be used to reinforce and strengthen concepts and skills which have been previously introduced, and, possibly to introduce in slow stages new material.

Such learning kits could be used effectively by tutors and aides within the school district. They provide another possibility of home-school cooperation. Most important, when they are part of a consistent migrant education program involving parents, projects, and professional educators, they contribute to the provision of equal educational opportunities to the children.

EPILOGUE

During the final stages of work with the preliminary survey, Mr. Tad Thompson requested a copy of the survey instrument. He duplicated it and distributed copies in New York. Although twenty-six responses were received, they arrived too late to be used in the development of the national survey. Nevertheless, these people tell an important story.

Parents often concentrate on the excellence of the services they receive through the migrant education programs. Many of them pay tribute to the special tutors who go beyond the call of duty in working with the children. Not only do these tutors address all academic needs, but they also show great concern for the personal and emotional needs of the children. The parents mention their demonstration of concern, cite their willingness to assist the children in their adjustment to the school environment, and praise the home visits and field trips "to the places all the other kids get to go."

Parents also acclaim the project which uses National Football League players. Their expression of gratitude does not stem from hero-worship or material benefit; rather, they are thankful that someone famous took the time to be a human being with their children. They report improved associations with other children and more positive self-concept which results from this attention.

And the parents express concerns. They want to be able to provide financially so the children can take advantage of greater educational opportunities. They prefer to be self-sufficient, but are willing to sacrifice, and even to be stigmatized by accepting welfare, to provide for those opportunities.

One parent summed up as follows:

> We need migrant ed to keep up with our present class and school; we need migrant ed to get to see historical and fun places; we need migrant ed for one on one teaching, and to meet important NFL players. We need migrant ed to be members of the human race, sometimes; and we need migrant ed -- just because we are.

School personnel, on the other hand, express great concern for the health and welfare of migrant families. It is evident that these respondents are intimately aware of the needs for housing, clothing, food, health and social services, and education. Some are specific in the identification of all these problems; others call for advocacy programs or for educational programs to acquaint migrant families with those goods, services, and rights they can demand. Most of the suggestions, when they are explained in accompanying notes, are practical, but they would require more dedication to meeting the students needs on the part of all school personnel. In short, these teachers and administrators are aware of their own shortcomings in spite of the fact they are doing an outstanding job according to the people they serve.

The professional people demonstrate that they care. Mr. Thompson expressed their concern:

> The whole migrant family needs a more fair share of the agricultural gross national product "pie." Many of the migrant child's problems listed above would be solved if their family received an honest wage for their honest work!

The migrants who answered know that in the eyes of the migrant education personnel they really count. One parent tossed this bouquet:

> Through the migrant program and their interaction social service help, it was made possible for the Handicapped Program to pay for specialists and braces for my daughter Jackie's leg braces. I feel that this program is very important to us migrant workers and should be continued to help us help ourselves. Thank you.

This example of one program in one state is presented as a challenge. How do you answer the questions:

WHO CARES?

WHO COUNTS?

Remember: IT ONLY TAKES ONE!

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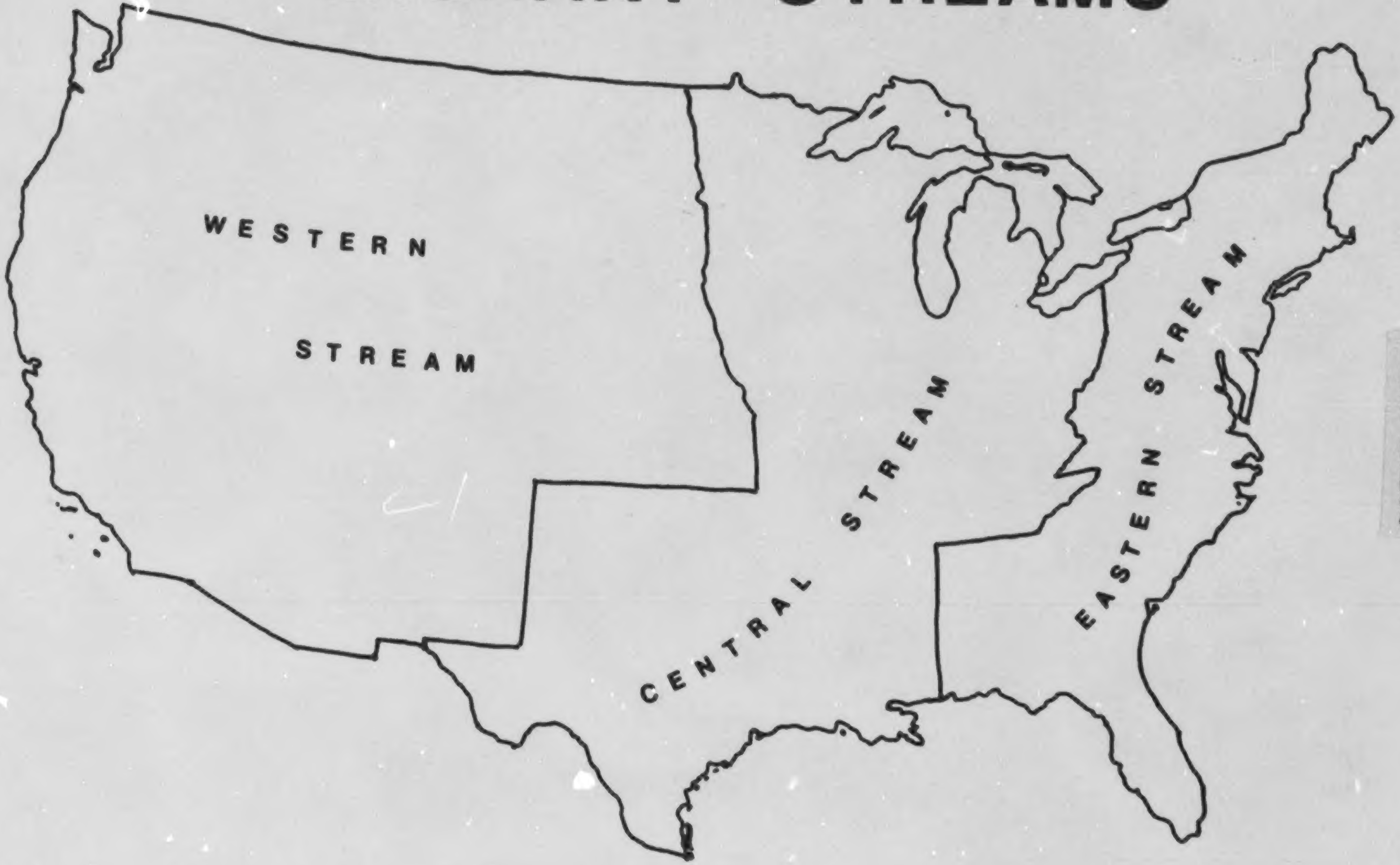
MIGRANT STREAMS


WESTERN STREAM
CENTRAL STREAM
EASTERN STREAM

APPENDICES

APPENDIX A:
MIGRANT STREAMS

WESTERN STREAM STATES

Arizona
**California
Colorado
Idaho
Kansas
Montana
Nebraska
Nevada
New Mexico
North Dakota
Oregon
South Dakota
Utah
Washington
Wyoming

CENTRAL STREAM STATES

Arkansas
Illinois
Indiana
Iowa
Kentucky
Louisiana
Michigan
Minnesota
Missouri
Mississippi
Ohio
Oklahoma
Tennessee
**Texas
Wisconsin

EASTERN STREAM STATES

Alabama
Connecticut
Delaware
**Florida
Georgia
Maine
Maryland
Massachusetts
*New Hampshire
New Jersey
New York
North Carolina
Pennsylvania
*Rhode Island
South Carolina
Virginia
Vermont
West Virginia

** Denotes homebase state for the stream
* Denotes no migrant program

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APPENDIX B:
PRELIMINARY SURVEY

ST. EDWARD'S UNIVERSITY

PHONE 512-444-2621
AUSTIN, TEXAS 78704
CHARTERED IN 1885

January 9, 1979

(SAMPLE LETTER)

Dear Respondent:

Teacher Corps, which is a part of the United States Office of Education, has asked St. Edward's University to determine what the needs of migrant students are. Although much has been written by people who are not migrants and are not in daily contact with migrants, we have not found any extensive research or writing by people who are migrants. We believe that you, and only you, can honestly say what your needs are. Whether you are a student, a parent of a student, a teacher, or a principal, you live and work with the problems we are trying to describe. The people who write the books and articles write what they think and what they have seen--but you can tell us what is real and what the real problems are.

We are sending this request to a select group of people across the United States because we want to know what the problems and needs of migrant students are across the nation. Please give us the ten greatest needs of migrant students AS YOU SEE THEM. No one else has to agree with you. You are our expert because you have the experiences we do not have and can not have.

Please take a few moments to think about the needs of migrant students and list them as directed on the attached page. We have provided you a stamped, self-addressed envelope so you can send these forms back to us. We need to hear from you within two weeks. We will use the information you give us to develop a more complete questionnaire to be sent to hundreds of people who are migrants or are working in the schools that migrants attend.

We thank you very much for your help. We hope we can provide the people in Washington the information they need to design programs that really meet your needs.

Sincerely,

Glenn E. Hinkle

Glenn Hinkle, Ed.D.
Executive Director
Teacher Corps Project

James M. Corbett Jr.

James M. Corbett, Jr., Ed.D.
Director of Research
Teacher Corps Project

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(SAMPLE QUESTIONNAIRE)

Grant Number: G007803218

MIGRANT STUDENT NEEDS ASSESSMENT

St. Edward's University
3001 South Congress
Austin, Texas 78704

1. On the lines below, please write in the needs of migrant students as you see them. Put the needs in order, from the greatest need down to the tenth-greatest need:

Greatest need: ______________________________

Second greatest need: ______________________________

Third greatest need: ______________________________

Fourth greatest need: ______________________________

Fifth greatest need: ______________________________

Sixth greatest need: ______________________________

Seventh greatest need: ______________________________

Eighth greatest need: ______________________________

Ninth greatest need: ______________________________

Tenth greatest need: ______________________________

2. If you are aware of even more needs, please use the lines below to list them.

____

____

____

____

____

____

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APPENDIX C:
NATIONAL SURVEY

ST. EDWARD'S UNIVERSITY
PHONE 512-444-2621
AUSTIN, TEXAS 78704
CHARTERED IN 1885

(SAMPLE LETTER)

April 26, 1979

Dear Administrator:

As you probably know, the St. Edward's University Teacher Corps Project is conducting a study of migrant education projects across the country. Your project has been selected to assist in this study. We are interested in finding out how various people at the local level define the needs of migrant students. We feel that it is most important to ask the persons involved with the various aspects of migrant education, so that the knowledge of these people can be put to use. The findings are to be reported to various officials who are involved with planning and policy decisions that affect migrant education, but we cannot promise that any changes will result from what is reported. Rather, we think that the information developed by this study will help those decisions.

Your assistance is requested in collecting this information. First, notice that there are four surveys in this packet: one is marked for you; one for a migrant student; one for a migrant education teacher; and one for a migrant parent. We request that you select one of each type of person and give the survey to that person. It would be best if you would select each name by chance; for example, you might drop a pencil on a list of names and give the survey to the person whose name is closest to the point of the pencil. Then, make sure that the people complete the survey and return it to you. If they have questions, you can help, but do not answer the survey for them. After all have completed the surveys, please see that these surveys are mailed back to us in the envelopes provided.

Your assistance in this is greatly appreciated. The surveys will be treated with complete regard for keeping your answers private; no one will identify any person or district by name when the information is reported.

Sincerely,

Glenn E. Hinkle

Glenn Hinkle, Ed. D.
Executive Director
Teacher Corps Research Project

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PAGE 1 OF ADMINISTRATOR QUESTIONNAIRE

TEACHER CORPS RESEARCH PROJECT
ST. EDWARD'S UNIVERSITY
3001 S. CONGRESS
AUSTIN, TEXAS 78704

NATIONAL SURVEY
Prepared under
Grant G007803218

PLEASE RETURN BY MAY 18, 1979

ADMINISTRATOR QUESTIONNAIRE

1. Age ____ 2. Years of Schooling ____ 3. Sex: (Circle one) M F

4. In which type area is your school located? Urban Suburban Rural

5. Size of the school district (K-12 headcount): (Circle one)

   1. 0-99
   2. 100-300
   3. 301-500
   4. 501-700
   5. 701-1500
   6. 1501-3000
   7. 3001-7000
   8. 7001-12,000
   9. 12,001-20,000
   10. 20,001 plus

6. Size of the community in which the school is located: (Circle one)

   1. 0-500
   2. 501-1000
   3. 1001-5000
   4. 5001-10,000
   5. 10,001-25,000
   6. 25,001-50,000
   7. 50,001-100,000
   8. 100,001-250,000
   9. 250,001-500,000
   10. over 500,000

7. What is your ethnicity? (Circle one)

   1. Mexican-American 2. Black 3. White/Anglo 4. Other

8. What is the approximate percentage of migrant students in the school district? _____%

9. Of the total student body, what is the approximate percent of:

   Mexican-American ___% Black ___% White/Anglo ___% Other ___%

10. Of the migrant students, what is the approximate percent of:

    Mexican-American ___% Black ___% White/Anglo ___% Other ___%

PAGE 2 OF ADMINISTRATOR QUESTIONNAIRE

Including this year, how many years have you . . .

11. Lived in the school district? _____

12. Been in your present position? _____

13. Had a migrant project in your district? _____

14. Taught/served migrant students? _____

MOST migrant students WILL . . . (Circle one answer for each question)

15. LEAVE SCHOOL WHEN OLD ENOUGH AND GET A JOB.
    Definite No   Probably No   Maybe   Probably Yes   Definite Yes
16. FINISH HIGH SCHOOL AND GET A JOB.
    Definite No   Probably No   Maybe   Probably Yes   Definite Yes
17. FINISH HIGH SCHOOL AND GO TO TRADE/TECHNICAL SCHOOL.
    Definite No   Probably No   Maybe   Probably Yes   Definite Yes
18. GO TO COLLEGE/GRADUATE FROM COLLEGE.
    Definite No   Probably No   Maybe   Probably Yes   Definite Yes
19. GET MARRIED AND HAVE A FAMILY.
    Definite No   Probably No   Maybe   Probably Yes   Definite Yes
20. STAY HERE AND MAKE A LIVING.
    Definite No   Probably No   Maybe   Probably Yes   Definite Yes
21. MOVE SOMEWHERE ELSE TO MAKE A LIVING.
    Definite No   Probably No   Maybe   Probably Yes   Definite Yes
22. WORK IN THE SAME KIND OF JOB AS THEIR FATHER/MOTHER.
    Definite No   Probably No   Maybe   Probably Yes   Definite Yes

MOST migrant students SHOULD . . . (Circle one answer for each question)

23. LEAVE SCHOOL WHEN OLD ENOUGH AND GET A JOB.
    Definite No   Probably No   Maybe   Probably Yes   Definite Yes
24. FINISH HIGH SCHOOL AND GET A JOB.
    Definite No   Probably No   Maybe   Probably Yes   Definite Yes
25. FINISH HIGH SCHOOL AND GO TO TRADE/TECHNICAL SCHOOL.
    Definite No   Probably No   Maybe   Probably Yes   Definite Yes
26. GO TO COLLEGE/GRADUATE FROM COLLEGE.
    Definite No   Probably No   Maybe   Probably Yes   Definite Yes
27. GET MARRIED AND HAVE A FAMILY.
    Definite No   Probably No   Maybe   Probably Yes   Definite Yes
28. STAY HERE AND MAKE A LIVING.
    Definite No   Probably No   Maybe   Probably Yes   Definite Yes
29. MOVE SOMEWHERE ELSE TO MAKE A LIVING.
    Definite No   Probably No   Maybe   Probably Yes   Definite Yes
30. WORK IN THE SAME KIND OF JOB AS THEIR FATHER/MOTHER.
    Definite No   Probably No   Maybe   Probably Yes   Definite Yes

PAGE 1 OF TEACHER QUESTIONNAIRE

TEACHER CORPS RESEARCH PROJECT
ST. EDWARD'S UNIVERSITY
3001 S. CONGRESS
AUSTIN, TEXAS 78704

NATIONAL SURVEY
Prepared under
Grant G007803218

PLEASE RETURN BY MAY 18, 1979

TEACHER QUESTIONNAIRE

1. Age ____ 2. Years of Schooling _____ 3. Sex: (Circle one) M F

4. In which type area is your school located? Urban Suburban Rural

5. What is your ethnicity? (Circle one)

1. Mexican-American 2. Black 3. White/Anglo 4. Other

6. a. Are you bilingual? (Circle one) Yes No

b. If yes, please specify: ____

7. a. Were your parents migrant workers? (Circle one) Yes No

b. If yes, did you travel with your parents to other states so they could work? (Circle one of the answers below)

Never summer only during school only during school and summer

c. If yes, did you travel with your parents to other parts of the state so they could work? (Circle one of the answers below)

Never summer only during school only during school and summer

INCLUDING THIS YEAR, HOW MANY YEARS HAVE YOU . . .

8. Lived in the school district where you are now teaching? _____

9. Been in your present position? ________

10. Taught migrant students? _________

11. Been in the teaching profession? ______

PAGE 2 OF TEACHER QUESTIONNAIRE

MOST migrant students WILL . . . (Circle one answer for each question)

12. LEAVE SCHOOL WHEN OLD ENOUGH AND GET A JOB.
    Definite No   Probably No   Maybe   Probably Yes   Definite Yes
13. FINISH HIGH SCHOOL AND GET A JOB.
    Definite No   Probably No   Maybe   Probably Yes   Definite Yes
14. FINISH HIGH SCHOOL AND GO TO TRADE/TECHNICAL SCHOOL
    Definite No   Probably No   Maybe   Probably Yes   Definite Yes
15. GO TO COLLEGE/GRADUATE FROM COLLEGE.
    Definite No   Probably No   Maybe   Probably Yes   Definite Yes
16. GET MARRIED AND HAVE A FAMILY.
    Definite No   Probably No   Maybe   Probably Yes   Definite Yes
17. STAY HERE AND MAKE A LIVING.
    Definite No   Probably No   Maybe   Probably Yes   Definite Yes
18. MOVE SOMEWHERE ELSE TO MAKE A LIVING.
    Definite No   Probably No   Maybe   Probably Yes   Definite Yes
19. WORK IN THE SAME KIND OF JOB AS THEIR FATHER/MOTHER.
    Definite No   Probably No   Maybe   Probably Yes   Definite Yes

MOST migrant students SHOULD . . . (Circle one answer for each question)

20. LEAVE SCHOOL WHEN OLD ENOUGH AND GET A JOB.
    Definite No   Probably No   Maybe   Probably Yes   Definite Yes
21. FINISH HIGH SCHOOL AND GET A JOB.
    Definite No   Probably No   Maybe   Probably Yes   Definite Yes
22. FINISH HIGH SCHOOL AND GO TO TRADE/TECHNICAL SCHOOL.
    Definite No   Probably No   Maybe   Probably Yes   Definite Yes
23. GO TO COLLEGE/GRADUATE FROM COLLEGE.
    Definite No   Probably No   Maybe   Probably Yes   Definite Yes
24. GET MARRIED AND HAVE A FAMILY.
    Definite No   Probably No   Maybe   Probably Yes   Definite Yes
25. STAY HERE AND MAKE A LIVING.
    Definite No   Probably No   Maybe   Probably Yes   Definite Yes
26. MOVE SOMEWHERE ELSE TO MAKE A LIVING.
    Definite No   Probably No   Maybe   Probably Yes   Definite Yes
27. WORK IN THE SAME KIND OF JOB AS THEIR FATHER/MOTHER.
    Definite No   Probably No   Maybe   Probably Yes   Definite Yes

PAGE 1 OF PARENT QUESTIONNAIRE

TEACHER CORPS RESEARCH PROJECT
ST. EDWARD'S UNIVERSITY
3001 S. CONGRESS
AUSTIN, TEXAS 78704

NATIONAL SURVEY
Prepared under
Grant G007803218

PLEASE RETURN BY MAY 18, 1979

PARENT QUESTIONNAIRE

1. Age: ____ 2. Years of School Completed: _________

3. Sex: (Circle one) Male Female

4. In which type area do you live? Urban Surburban Rural

5. Circle the size of the town/place in which you live.

1. 0-500	6. 25,001-50,000
2. 501-1000	7. 50,001-100,000
3. 1001-5000	8. 100,001-250,000
4. 5001-10,000	9. 250,001-500,000
5. 10,001-25,000	10. over 500,000

6. What is your ethnicity? (Circle one)

1. Mexican-American 2. Black 3. White/Anglo 4. Other

7. How long have you lived in the house where you are now living? _______

8. How long have you lived in the town where you are now living? _______

9. How long have you been a migrant worker? ___________

10. What is your present job? (Specify) ______________________________

11. In the past 5 years, have you taken your children with you when you travel to other states? (Circle one of the answers below)

Never summer only during school only during school and summer

PAGE 2 OF PARENT QUESTIONNAIRE

12. In the past 5 years, have you taken your children with you when you travel around this state? (Circle one of the answers below)

Never   summer only   during school only   during school and summer

Do you want your children to . . .(Circle one of the answers under each question)

13. Leave school when they are old enough and get a job?

Definite No   Probably No   Maybe   Probably Yes   Definite Yes

14. Finish high school and get a job?

Definite No   Probably No   Maybe   Probably Yes   Definite Yes

15. Finish high school and go to trade/technical training?

Definite No   Probably No   Maybe   Probably Yes   Definite Yes

16. Go to college/graduate from college?

Definite No   Probably No   Maybe   Probably Yes   Definite Yes

17. Get married and have a family?

Definite No   Probably No   Maybe   Probably Yes   Definite Yes

18. Stay here and make a living?

Definite No   Probably No   Maybe   Probably Yes   Definite Yes

19. Move somewhere else to make a living?

Definite No   Probably No   Maybe   Probably Yes   Definite Yes

20. Work in the same kind of job as their father/mother?

Definite No   Probably No   Maybe   Probably Yes   Definite Yes

PAGE 1 OF STUDENT QUESTIONNAIRE

TEACHER CORPS RESEARCH PROJECT
ST. EDWARD'S UNIVERSITY
3001 S. CONGRESS
AUSTIN, TEXAS 78704

NATIONAL SURVEY
Prepared under
Grant G007803218

PLEASE RETURN BY MAY 18, 1979

STUDENT QUESTIONNAIRE

1. Age _____ 2. Grade _____ 3. Sex (Circle one): Boy Girl

4. In which type area do you live? (Circle one) Urban Surburban Rural

5. Circle the size of the town/place in which you live.

1. 0-500
2. 501-1000
3. 1001-5000
4. 5001-10,000
5. 10,001-25,000
6. 25,001-50,000
7. 50,001-100,000
8. 100,001-250,000
9. 250,001-500,000
10. over 500,000

6. What is your ethnicity? (Circle one)

1. Mexican-American 2. Black 3. White/Anglo 4. Other

7. How long have you lived in the house where you are now living? _____

8. How long have you lived in the town where you are now living? ______

9. How many years have you been in a migrant program? ________

10. During the past five years, have you gone with your parents to another state so they could work? (Circle one of the answers below)

Never summer only during school during school and summer

11. During the past five years, have you gone with your parents to another part of this state so they could work? (Circle one of the answers below)

Never summer only during school during school and summer

PAGE 2 OF STUDENT QUESTIONNAIRE

Do you plan to . . . (Circle one of the answers under each question)

12. Leave school when you are old enough and get a job?

Definite No   Probably No   Maybe   Probably Yes   Definite Yes

13. Finish high school and get a job?

Definite No   Probably No   Maybe   Probably Yes   Definite Yes

14. Finish high school and go to trade/technical training?

Definite No   Probably No   Maybe   Probably Yes   Definite Yes

15. Go to college/graduate from college?

Definite No   Probably No   Maybe   Probably Yes   Definite Yes

16. Get married and have a family?

Definite No   Probably No   Maybe   Probably Yes   Definite Yes

17. Stay here and make a living?

Definite No   Probably No   Maybe   Probably Yes   Definite Yes

18. Move somewhere else to make a living?

Definite No   Probably No   Maybe   Probably Yes   Definite Yes

19. Work in the same kind of job as your father/mother?

Definite No   Probably No   Maybe   Probably Yes   Definite Yes

ST. EDWARD'S UNIVERSITY

PHONE 512-444-2621
AUSTIN, TEXAS 78704
CHARTERED IN 1885

(SAMPLE LETTER)

May 4, 1979

Dear Dean:

Saint Edward's University has been asked by the national Teacher Corps office to do a study of the educational needs of migrant students and of some of the responses to these needs. We have found that the response of educational institutions depends on their perception of the needs. At this point in our study, we have found many schools seeking bilingual teachers to serve the migrant students. Other schools indicate that they seek various types of training. We are now attempting to learn how colleges and universities perceive the needs of migrant students in the public schools.

Your institution has been identified as one which either attracts migrant students or has the type of teacher training programs that prepare students in the areas desired by people in migrant programs. We are asking that you or an informed member of your staff complete the enclosed questionnaire and return it to us.

The information we gather will be the basis of the recommendation the staff of St. Edward's University will make to Teacher Corps. The findings and recommendations, we are told, will be shared with other agencies throughout the United States as a basis for planning future programs.

Thank you very much for your help.

Sincerely,

Glenn E. Hinkle

Glenn Hinkle, Ed.D.
Chairman, Center for Teaching and Learning
Executive Director, Teacher Corps Research Project

mft

Page 210 is a blank page

PAGE 1 OF COLLEGE PERSONNEL QUESTIONNAIRE

TEACHER CORPS RESEARCH PROJECT
ST. EDWARD'S UNIVERSITY
3001 S. CONGRESS
AUSTIN, TEXAS 78704

NATIONAL SURVEY
Prepared under
Grant G007803218

PLEASE RETURN BY MAY 18, 1979

COLLEGE PERSONNEL QUESTIONNAIRE

Please circle answer or fill in blank as appropriate.

1. Age: 20-40 40+ 2. Sex: Male Female

3. What is your ethnicity?

1. Mexican-American 2. Black 3. White/Anglo 4. Other

4. Type of Institution:

1. Junior College
2. Community College
3. Four-year College
4. Four-year College + Master's
5. Four-year College + Doctorate
6. Other (Specify): ________________

5. Number of education majors enrolled during past academic year. ______

6. Do you have a Bilingual Teacher Education Program? Yes No

a. If yes, how long has this program been in existence? ________

b. If yes, how many students were graduated from the program during the past academic year? ________

HOW MANY YEARS . . .

7. Have you been in your present position? ________

8. Have you been in the teaching profession? ________

9. Of your experience have been at the K-12 level? ________

PAGE 2 OF COLLEGE PERSONNEL QUESTIONNAIRE

MOST migrant students WILL . . . (Circle one answer for each question)

10. LEAVE SCHOOL WHEN OLD ENOUGH AND GET A JOB.
    Definite No Probably No Maybe Probably Yes Definite Yes
11. FINISH HIGH SCHOOL AND GET A JOB.
    Definite No Probably No Maybe Probably Yes Definite Yes
12. FINISH HIGH SCHOOL AND GO TO TRADE/TECHNICAL SCHOOL
    Definite No Probably No Maybe Probably Yes Definite Yes
13. GO TO COLLEGE/GRADUATE FROM COLLEGE.
    Definite No Probably No Maybe Probably Yes Definite Yes
14. GET MARRIED AND HAVE A FAMILY.
    Definite No Probably No Maybe Probably Yes Definite Yes
15. STAY HERE AND MAKE A LIVING.
    Definite No Probably No Maybe Probably Yes Definite Yes
16. MOVE SOMEWHERE ELSE TO MAKE A LIVING.
    Definite No Probably No Maybe Probably Yes Definite Yes
17. WORK IN THE SAME KIND OF JOB AS THEIR FATHER/MOTHER.
    Definite No Probably No Maybe Probably Yes Definite Yes

MOST migrant students SHOULD . . . (Circle one answer for each question)

18. LEAVE SCHOOL WHEN OLD ENOUGH AND GET A JOB.
    Definite No Probably No Maybe Probably Yes Definite Yes
19. FINISH HIGH SCHOOL AND GET A JOB.
    Definite No Probably No Maybe Probably Yes Definite Yes
20. FINISH HIGH SCHOOL AND GO TO TRADE/TECHNICAL SCHOOL.
    Definite No Probably No Maybe Probably Yes Definite Yes
21. GO TO COLLEGE/GRADUATE FROM COLLEGE.
    Definite No Probably No Maybe Probably Yes Definite Yes
22. GET MARRIED AND HAVE A FAMILY.
    Definite No Probably No Maybe Probably Yes Definite Yes
23. STAY HERE AND MAKE A LIVING.
    Definite No Probably No Maybe Probably Yes Definite Yes
24. MOVE SOMEWHERE ELSE TO MAKE A LIVING.
    Definite No Probably No Maybe Probably Yes Definite Yes
25. WORK IN THE SAME KIND OF JOB AS THEIR FATHER/MOTHER.
    Definite No Probably No Maybe Probably Yes Definite Yes

PAGE 1 OF STATE MIGRANT PERSONNEL QUESTIONNAIRE (Surveys were accompanied by personal letters.)

TEACHER CORPS RESEARCH PROJECT
ST. EDWARD'S UNIVERSITY
3001 S. CONGRESS
AUSTIN, TEXAS 78704

NATIONAL SURVEY
Prepared under
Grant G007803218

PLEASE RETURN BY MAY 18, 1979

STATE MIGRANT PERSONNEL QUESTIONNAIRE

Please circle answer or fill in blank as appropriate.

1. Age: 20-40 40+ 2. Sex: Male Female

3. What is your ethnicity?

1. Mexican-American 2. Black 3. White/Anglo 4. Other

4. How many years have you been employed in migrant education at the state level? ____________

5. What is your present position? ________________________________

6. How many years have you served migrant children? ________________

7. How many years of experience do you have at the K-12 level? _______

8. How many years have there been migrant projects in your state? _____

9. Does your state have certification or special educational requirements (e.g., area of specialization) for teaching in migrant programs? Yes No

10. What is the approximate percentage of migrant students in your state who . . .

1. Are currently migratory? _____%
2. Are settled-out migrants? _____%
3. Travel intrastate? _____%
4. Travel interstate? _____%

PAGE 2 OF STATE MIGRANT PERSONNEL QUESTIONNAIRE

MOST migrant students WILL . . . (Circle one answer for each question)

11. LEAVE SCHOOL WHEN OLD ENOUGH AND GET A JOB.
Definite No Probably No Maybe Probably Yes Definite Yes
12. FINISH HIGH SCHOOL AND GET A JOB.
Definite No Probably No Maybe Probably Yes Definite Yes
13. FINISH HIGH SCHOOL AND GO TO TRADE/TECHNICAL SCHOOL
Definite No Probably No Maybe Probably Yes Definite Yes
14. GO TO COLLEGE/GRADUATE FROM COLLEGE.
Definite No Probably No Maybe Probably Yes Definite Yes
15. GET MARRIED AND HAVE A FAMILY.
Definite No Probably No Maybe Probably Yes Definite Yes
16. STAY HERE AND MAKE A LIVING.
Definite No Probably No Maybe Probably Yes Definite Yes
17. MOVE SOMEWHERE ELSE TO MAKE A LIVING.
Definite No Probably No Maybe Probably Yes Definite Yes
18. WORK IN THE SAME KIND OF JOB AS THEIR FATHER/MOTHER.
Definite No Probably No Maybe Probably Yes Definite Yes

MOST migrant students SHOULD . . . (Circle one answer for each question)

19. LEAVE SCHOOL WHEN OLD ENOUGH AND GET A JOB.
Definite No Probably No Maybe Probably Yes Definite Yes
20. FINISH HIGH SCHOOL AND GET A JOB.
Definite No Probably No Maybe Probably Yes Definite Yes
21. FINISH HIGH SCHOOL AND GO TO TRADE/TECHNICAL SCHOOL.
Definite No Probably No Maybe Probably Yes Definite Yes
22. GO TO COLLEGE/GRADUATE FROM COLLEGE.
Definite No Probably No Maybe Probably Yes Definite Yes
23. GET MARRIED AND HAVE A FAMILY.
Definite No Probably No Maybe Probably Yes Definite Yes
24. STAY HERE AND MAKE A LIVING.
Definite No Probably No Maybe Probably Yes Definite Yes
25. MOVE SOMEWHERE ELSE TO MAKE A LIVING.
Definite No Probably No Maybe Probably Yes Definite Yes
26. WORK IN THE SAME KIND OF JOB AS THEIR FATHER/MOTHER.
Definite No Probably No Maybe Probably Yes Definite Yes

THE REMAINING PAGES OF THE SURVEY INSTRUMENT WERE THE SAME FOR EACH GROUP OF RESPONDENTS.

THEY ARE AS FOLLOWS.

PAGE 3 OF ALL QUESTIONNAIRES

MIGRANT STUDENT EDUCATIONAL NEEDS ASSESSMENT

On the lines below, please write in the educational needs of migrant students as you see them. Put the needs in order, from the greatest need down to the tenth-greatest need.

Greatest need: ______________________________

Second greatest need: ______________________________

Third greatest need: ______________________________

Fourth greatest need: ______________________________

Fifth greatest need: ______________________________

Sixth greatest need: ______________________________

Seventh greatest need: ______________________________

Eighth greatest need: ______________________________

Ninth greatest need: ______________________________

Tenth greatest need: ______________________________

NOW--BREAK SEAL and follow directions on page 4.

PLEASE DO NOT BREAK SEAL UNTIL YOU COMPLETE PAGES 1, 2, and 3.

PAGE 4 OF ALL QUESTIONNAIRES

INSTRUCTIONS

In this section, each page will have a previously identified migrant student need stated like this:

"NEED: To participate in athletics, drama, music, and other extra-curricular activities."

Following the NEED statement are a series of sentences which you are to complete by circling the answer you believe is true. For example:

"Migrant students' needs in this area are

1. less than
[✓ 2. the same] as non-migrant students' needs."
3. more than

When you have circled an answer for each question on a page, continue with the next page until you reach page 15.

NEED: To become self-confident (e.g., self-motivated to meet their own goals and standards), and to learn to behave appropriately (e.g., dress, forms of courtesy, relevant body-language) among people of other groups.

A. Migrant students' needs in this area are
1. less than
2. the same as
3. more than

non-migrant students' needs.

B. Migrant students' needs in this area are
1. less than
2. the same as
3. more than

minority students' needs.

C. Migrant students' needs in this area are
1. less than
2. the same as
3. more than

other low income students' needs.

D. Migrant students' needs in this area are
1. less than
2. the same as
3. more than

other, low income, minority students' needs.

E. Black, migrant students' needs in this area are
1. less than
2. the same as
3. more than

white, migrant students' needs.

F. White, migrant students' needs in this area are
1. less than
2. the same as
3. more than

Mexican-American, migrant students' needs.

G. Mexican-American, migrant students' needs in this area are

1. less than
2. the same as black, migrant students' needs.
3. more than

PAGE 6 OF ALL QUESTIONNAIRES

NEED: To be taught in their home language while they have special help in learning English.

A. Migrant students' needs in this area are
1. less than
2. the same as
3. more than

non-migrant students' needs.

B. Migrant students' needs in this area are
1. less than
2. the same as
3. more than

minority students' needs.

C. Migrant students' needs in this area are
1. less than
2. the same as
3. more than

other low income students' needs.

D. Migrant students' needs in this area are
1. less than
2. the same as
3. more than

low income, minority students' needs.

E. Black, migrant students' needs in this area are
1. less than
2. the same as
3. more than

white, migrant students' needs.

F. White, migrant students' needs in this area are
1. less than
2. the same as
3. more than

Mexican-American, migrant students' needs.

G. Mexican-American, migrant students' needs in this area are

1. less than
2. the same as black, migrant students' needs.
3. more than

NEED: The opportunity to learn about different kinds of jobs, and help in choosing what they want to do in life.

A. Migrant students' needs in this area are
1. less than
2. the same as
3. more than

non-migrant students' needs.

B. Migrant students' needs in this area are
1. less than
2. the same as
3. more than

minority students' needs.

C. Migrant students' needs in this area are
1. less than
2. the same as
3. more than

other low income students' needs.

D. Migrant students' needs in this area are
1. less than
2. the same as
3. more than

low income, minority students' needs.

E. Black, migrant students' needs in this area are
1. less than
2. the same as
3. more than

white, migrant students' needs.

F. White, migrant students' needs in this area are
1. less than
2. the same as
3. more than

Mexican-American, migrant students' needs.

G. Mexican-American, migrant students' needs in this area are

1. less than
2. the same as black, migrant students' needs.
3. more than

PAGE 8 OF ALL QUESTIONNAIRES

NEED: To be taught the dangers in abusing or misusing drugs and alcohol.

A. Migrant students' needs in this area are
1. less than
2. the same as
3. more than
non-migrant students' needs.

B. Migrant students' needs in this area are
1. less than
2. the same as
3. more than
minority students' needs.

C. Migrant students' needs in this area are
1. less than
2. the same as
3. more than
other low income students' needs.

D. Migrant students' needs in this area are
1. less than
2. the same as
3. more than
low income, minority students' needs.

E. Black, migrant students' needs in this area are
1. less than
2. the same as
3. more than
white, migrant students' needs.

F. White, migrant students' needs in this area are
1. less than
2. the same as
3. more than
Mexican-American, migrant students' needs.

G. Mexican-American, migrant students' needs in this area are

1. less than
2. the same as black, migrant students' needs.
3. more than

NEED: To be taught how to use money to get the greatest benefit.

A. Migrant students' needs in this area are
1. less than
2. the same as
3. more than
non-migrant students' needs.

B. Migrant students' needs in this area are
1. less than
2. the same as
3. more than
minority students' needs.

C. Migrant students' needs in this area are
1. less than
2. the same as
3. more than
other low income students' needs.

D. Migrant students' needs in this area are
1. less than
2. the same as
3. more than
low income, minority students' needs.

E. Black, migrant students' needs in this area are
1. less than
2. the same as
3. more than
white, migrant students' needs.

F. White, migrant students' needs in this area are
1. less than
2. the same as
3. more than
Mexican-American, migrant students' needs.

G. Mexican-American, migrant students' needs in this area are

1. less than
2. the same as black, migrant students' needs.
3. more than

PAGE 10 OF ALL QUESTIONNAIRES

NEED: For schools to teach the same things at the same grade and in the same order.

A. Migrant students' needs in this area are
1. less than
2. the same as
3. more than
non-migrant students' needs.

B. Migrant students' needs in this area are
1. less than
2. the same as
3. more than
minority students' needs.

C. Migrant students' needs in this area are
1. less than
2. the same as
3. more than
other low income students' needs.

D. Migrant students' needs in this area are
1. less than
2. the same as
3. more than
low income, minority students' needs.

E. Black, migrant students' needs in this area are
1. less than
2. the same as
3. more than
white, migrant students' needs.

F. White, migrant students' needs in this area are
1. less than
2. the same as
3. more than
Mexican-American, migrant students' needs.

G. Mexican-American, migrant students' needs in this area are
1. less than
2. the same as black, migrant students' needs.
3. more than

NEED: Extra help in their studies.

A. Migrant students' needs in this area are
1. less than
2. the same as
3. more than
non-migrant students' needs.

B. Migrant students' needs in this area are
1. less than
2. the same as
3. more than
minority students' needs.

C. Migrant students' needs in this area are
1. less than
2. the same as
3. more than
other low income students' needs.

D. Migrant students' needs in this area are
1. less than
2. the same as
3. more than
low income, minority students' needs.

E. Black, migrant students' needs in this area are
1. less than
2. the same as
3. more than
white, migrant students' needs.

F. White, migrant students' needs in this area are
1. less than
2. the same as
3. more than
Mexican-American, migrant students' needs.

G. Mexican-American, migrant students' needs in this area are

1. less than
2. the same as black, migrant students' needs.
3. more than

PAGE 12 OF ALL QUESTIONNAIRES

NEED: Teachers who understand their problems and their way of life.

A. Migrant students' needs in this area are
1. less than
2. the same as
3. more than
non-migrant students' needs.

B. Migrant students' needs in this area are
1. less than
2. the same as
3. more than
minority students' needs.

C. Migrant students' needs in this area are
1. less than
2. the same as
3. more than
other low income students' needs.

D. Migrant students' needs in this area are
1. less than
2. the same as
3. more than
low income, minority students' needs.

E. Black, migrant students' needs in this area are
1. less than
2. the same as
3. more than
white, migrant students' needs.

F. White, migrant students' needs in this area are
1. less than
2. the same as
3. more than
Mexican-American, migrant students' needs.

G. Mexican-American, migrant students' needs in this area are

1. less than
2. the same as black, migrant students' needs.
3. more than

NEED: To be taught how to stay healthy and where to get proper care when they are having health problems.

A. Migrant students' needs in this area are
1. less than
2. the same as
3. more than

non-migrant students' needs.

B. Migrant students' needs in this area are
1. less than
2. the same as
3. more than

minority students' needs.

C. Migrant students' needs in this area are
1. less than
2. the same as
3. more than

other low income students' needs.

D. Migrant students' needs in this area are
1. less than
2. the same as
3. more than

low income, minority students' needs.

E. Black, migrant students' needs in this area are
1. less than
2. the same as
3. more than

white, migrant students' needs.

F. White, migrant students' needs in this area are
1. less than
2. the same as
3. more than

Mexican-American, migrant students' needs.

G. Mexican-American, migrant students' needs in this area are

1. less than
2. the same as black, migrant students' needs.
3. more than

PAGE 14 OF ALL QUESTIONNAIRES

NEED: To be taught better ways to study and to learn.

A. Migrant students' needs in this area are
1. less than
2. the same as
3. more than
non-migrant students' needs.

B. Migrant students' needs in this area are
1. less than
2. the same as
3. more than
minority students' needs.

C. Migrant students' needs in this area are
1. less than
2. the same as
3. more than
other low income students' needs.

D. Migrant students' needs in this area are
1. less than
2. the same as
3. more than
low income, minority students' needs.

E. Black, migrant students' needs in this area are
1. less than
2. the same as
3. more than
white, migrant students' needs.

F. White, migrant students' needs in this area are
1. less than
2. the same as
3. more than
Mexican-American, migrant students' needs.

G. Mexican-American, migrant students' needs in this area are

1. less than
2. the same as black, migrant students' needs.
3. more than

INSTRUCTIONS

In this section, each page will have a heading as follows:

"NEED: ____"

In the space after the word NEED, write one of the needs you have listed on page 3. Please do not use a need that we have used in pages 5 through 14. We would prefer that you select the greatest needs you listed on page 3 which have not appeared on pages 5 through 14.

Please answer the questions on each page in the same way you answered on pages 5 through 14.

PAGES 16, 17, 18 AND 19 OF ALL QUESTIONNAIRES

NEED: ____

A. Migrant students' needs in this area are
1. less than
2. the same as
3. more than
non-migrant students' needs.

B. Migrant students' needs in this area are
1. less than
2. the same as
3. more than
minority students' needs.

C. Migrant students' needs in this area are
1. less than
2. the same as
3. more than
other low income students' needs.

D. Migrant students' needs in this area are
1. less than
2. the same as
3. more than
other, low income, minority students' needs.

E. Black, migrant students' needs in this area are
1. less than
2. the same as
3. more than
white, migrant students' needs.

F. White, migrant students' needs in this area are
1. less than
2. the same as
3. more than
Mexican-American, migrant students' needs.

G. Mexican-American, migrant students' needs in this area are
1. less than
2. the same as black, migrant students' needs.
3. more than

PLEASE DO NOT BREAK SEAL UNTIL YOU COMPLETE PAGES 1, 2, and 3.

HAVE YOU COMPLETED ALL PAGES OF THIS QUESTIONNAIRE?

IF YOU HAVE, PLEASE PUT THIS QUESTIONNAIRE IN THE ENVELOPE WE SENT YOU AND PLACE IT IN THE MAIL.

IF YOU LOST THE ENVELOPE WE SENT YOU, PLEASE MAIL THIS QUESTIONNAIRE TO:

Teacher Corps Research Project
St. Edward's University
3001 South Congress
Austin, Texas 78704

THANK YOU FOR ANSWERING OUR QUESTIONS.

Pursuant to Grant G007803218
Teacher Corps, U. S. Office of Education
Department of Health, Education and Welfare

APPENDIX D:
MIGRANT EDUCATION DIRECTORY

MIGRANT EDUCATION DIRECTORY

The addresses in this directory were compiled during the term of the research project. Most of them were furnished by officials of the respective state education agencies. Some were added and/or corrected through contacts with various offices and projects. In a few cases, it was learned that a migrant project was not currently operative; these addresses have been deleted. Although this directory is as complete and accurate as possible, the reader is reminded that it is a by-product of research in other subjects.

FEDERAL AGENCIES - PRIMARY MIGRANT SERVICE DELIVERY

Department of Migrant Education
Division of Education for the Disadvantaged
U. S. Office of Education
400 Maryland Avenue, S.W.
Washington, D. C. 20202

Division of Farmworker Programs
Employment and Training Admin.
U. S. Department of Labor
Patrick Henry Building
601 D Street, N.W.
Washington, D. E. 20213

Indian and Migrant Program Division
Administration for Children, Youth, and Families
P. O. Box 1182
Washington D. C. 20013

Migrant Vocational Rehabilitation
Rehabilitation Services Admin.
Division of Special Populations
Office of Human Development
Washington, D. C. 20202

Program Office for Migrant Health
Bureau of Community Health Services
Health Services Administration
5600 Fishers Lane
Rockville, Maryland 20852

(Page 232 is a blank page + 233 + 234 have been removed; they were divider pages)

OTHER FEDERAL AGENCIES OF INTEREST

Office of Bilingual Education
U. S. Office of Education
400 Maryland Avenue, S.W.
Washington, D. C. 20202

Division of Spanish-Surnamed Americans
Department of Health, Education and Welfare
200 Independence Avenue, S. W.
Washington, D. C. 20201

Office of Rural Development
Office of Human Development
200 Independence Avenue, S.W.
Washington, D. C. 20201

Food and Nutrition Service
U. S. Department of Agriculture
500 12th Street S.W.
Washington, D. C. 20250

Teacher Corps
U. S. Office of Education
400 Maryland Avenue, S.W.
Washington, D. C. 20202

Office of Career Education
U. S. Office of Education
400 Maryland Avenue, S.W.
Washington, D. C. 20202

Ethnic Heritage Studies
U. S. Office of Education
400 Maryland Avenue, S. W.
Washington, D. C. 20202

Right to Read
U. S. Office of Education
400 Maryland Avenue, S. W.
Washington, D. C. 20202

Division of Adult Education
U. S. Office of Education
400 Maryland Avenue, S. W.
Washington, D. C. 20202

Division of Vocational and Technical Education
U. S. Office of Education
400 Maryland Avenue, S. W.
Washington, D. C. 20202

CURRICULUM/MATERIALS/INFORMATION AGENCIES

ERIC/CRESS
Clearinghouse on Rural Education and Small Schools
Box 3 AP
New Mexico State University
Las Cruces, New Mexico 88003.

New York Migrant Center
College of Arts and Sciences
State University of New York
Geneseo, New York 14454

Dissemination and Assessment Center for Bilingual Education
Education Service Center, Region XIII
7703 North Lamar Voulevard
Austin, Texas 78752

National Center for the Development of Bilingual Curriculum
Dallas Independent School District
3700 Ross Avenue
Dallas, Texas 75204

Multilingual-Multicultural Materials Development Center
California State Polytechnic Univ.
Office of Teacher Preparation
3801 West Temple Avenue
Pomona, California 91768

Arizona Bilingual Materials Development Center
University of Arizona
1434 East 2nd Street
Tuscon, Arizona 85721

Bilingual Materials Development Center
6000 Camp Bowie Road
Fort Worth, Texas 76107

Northeast Center for Curriculum Development
City of New York Board of Education
778 Forest Avenue
Bronx, New York 10456

Midwest Materials Development Center
1228 West Mitchell Street
Milwaukee, Wisconsin 53204

Bilingual Childrens' Television, Inc.
2150 Valdez Street
Oakland, California 94612

Reading Is Fundamental, Inc.
Smithsonian Institution
L'Enfant 2500
Washington, D. C. 20560

STATISTICAL/DEMOGRAPHIC INFORMATION

Migrant Student Record Transfer System
State Department of Education
Arch Ford Education Building
Little Rock, Arkansas 72201

Economic Research Service
U. S. Department of Agriculture
500 12th Street, S. W.
Washington, D. C. 20250

Statistical Reporting Service
U. S. Department of Agriculture
500 12th Street, S. W.
Washington, D. C. 20250

Employment and Training Administration
U. S. Department of Labor
601 D Street, N. W.
Washington, D. C. 20213

Manpower Administration
U. S. Department of Labor
601 D Street, N. W.
Washington, D. C. 20213

Bureau of Labor Statistics
U. S. Department of Labor
441 G Street, N. W.
Washington, D. C. 20213

STATE AND LOCAL EDUCATION AGENCIES

Alabama

Coordinator, Migrant Education Program
ESEA, Title I
State Department of Education
State Office Building
Montgomery, Alabama 36104

Migrant Coordinator
Baldwin County Board of Education
175 Courthouse Square
Bay Minette, Alabama 36507

Migrant Coordinator
Blount County Board of Education
Post Office Box 578
Oneonta, Alabama 35121

Migrant Coordinator
Cullman County Board of Education
Post Office Box 518
Cullman, Alabama 35055

Migrant Coordinator
DeKalb County Board of Education
Post Office Box A
Fort Payne, Alabama 35967

Migrant Coordinator
Geneva County Board of Education
Post Office Box 250
Geneva, Alabama 36340

Migrant Coordinator
Jackson County Board of Education
Post Office Box 248
Scottsboro, Alabama 35768

Migrant Coordinator
Mobile County Board of Education
Post Office Box 1327
Mobile, Alabama 36601

Migrant Coordinator
Pike County Board of Education
Church Street
Troy, Alabama 36081

Migrant Coordinator
St. Clair County Board of Education
Courthouse
Pell City, Alabama 35125

Arizona

Director, Migrant Child Education
State Department of Education
1535 West Jefferson Street
Phoenix, Arizona 85007

Antelope District #50 (Y)
Route 1, Box 26
Wellton, Arizona 85356

Arlington District #47
Star Route, Box 125
Arlington, Arizona 85322

Avondale District #44 (M)
235 W. Western Avenue
Avondale, Arizona 85323

Buckeye District #33 (M)*
210 S. Sixth Street
Buckeye, Arizona 85326

Casa Grande District #4 (P)
1460 N. Pinal Avenue
Casa Grande, Arizona 85222

Chandler Unified District #80
500 W. Galveston
Chandler, Arizona 85224

Coolidge Unified District #21 (P)
520 W. Lindbergh
Coolidge, Arizona 85228

Dysart Unified District #89 (M)
Route 1, Box 710
Peoria, Arizona 85345

Eloy District #11 (P)
P. O. Box 728
Eloy, Arizona 85231

Florence Unified District #1 (P)
P. O. Box 829
Florence, Arizona 85232

Gadsden Elementary District #32 (Y)
P. O. Box 128
Gadsden, Arizona 85336

Gila Bend District #24 (M)*
P. O. Box V
Gila Bend, Arizona 85337

Harquahala Valley School (Y)
Star Route, Box 364
Buckeye, Arizona 85323

Hyder District #6 (Y)
Dateland Elementary
P. O. Box 1
Dateland, Arizona 85333

Liberty District #25 (M)*
Route 3, Box 145
Buckeye, Arizona 85326

Litchfield District #79 (M)
P. O. Box 188
Litchfield Park, Arizona 85340

Littleton District #65 (M)
P. O. Box 280
Cashion, Arizona 85329

Wellton District #24 (Y)
P. O. Box 517
Wellton, Arizona 85356

Willcox Unified District #13 (C)
240 N. Bisbee
Willcox, Arizona 85643

Wilson Elementary District #7
2411 E. Buckeye Road
Phoenix, Arizona 85034

Yuma Elementary District #1 (Y)
450 Sixth Street
Yuma, Arizona 85364

Yuma Union High School District
#70 (Y)
Kofa High School
3150 Avenue A
Yuma, Arizona 85364

Arizona Migrant Child Education
Lab (AMCEL)
Bureau of Research and Service
College of Education
Arizona State University
Tempe, Arizona 85281

Maricopa Elementary District #20 (P)
P. O. Box 257
Maricopa, Arizona 85239

Maricopa Special Service Consortium (M)
Buckeye Union High District
902 Eason Avenue
Buckeye, Arizona 85326

Mary O'Brien School
Pinal County School Office
P. O. Box 769
Florence, Arizona 85232

Mohawk Valley District #21
P. O. Box 67
Roll, Arizona 85347

Murphy District #21 (M)
2625 W. Buckeye Road
Phoenix, Arizona 85009

Palo Verde District #49 (M)*
P. O. Box 108
Palo Verde, Arizona 85343

Parker District #27 (Y)
P. O. Box 1089
Parker, Arizona 85344

Pendergast District #92 (M)
Route 1, Box 12
Tolleson, Arizona 85353

Peoria Unified District #11 (M)
P. O. Box 39
Peoria, Arizona 85345

Phoenix Union High #210 (M)
2526 West Osborn
Phoenix, Arizona 85017

Picacho District #33 (P)
P. O. Box 8
Picacho, Arizona 85241

Roosevelt District #66 (M)
6000 S. 7th Street
Phoenix, Arizona 85040

Ruth Fisher District #90 (M)*
Star Route
Tonopah, Arizona 85354

Santa Cruz Valley Union High School
District #840 (P)
P. O. Box 848
Eloy, Arizona 85231

Somerton District #11 (Y)
P. O. Box E
Somerton, Arizona 85350

Stanfield District #24 (P)
P. O. Box 578
Stanfield, Arizona 85272

Tolleson District #17 (M)
P. O. Box 278
Tolleson, Arizona 85353

Tolleson Union High School District #214
9419 W. Van Buren
Tolleson, Arizona 85353

* Denotes School Districts in the Maricopa Special Service Consortium

Arkansas

Supervisor, Migrant Education Program
Department of Education
Arch Ford Education Building
Little Rock, Arkansas 72201

ARKANSAS COUNTY

DeWitt School District
204 North Jackson
DeWitt, Arkansas 72042

Gillett School District
P. O. Box 98
Gillett, Arkansas 72055

St. Charles School District
P. O. Box 27L
St. Charles, Arkansas 72140

Stuttgart, Arkansas 72160
P. O. Box 928
Stuttgart, Arkansas 72160

Portland School District
P. O. Box 8
Portland, Arkansas 71663

Wilmot School District
P. O. Drawer 127
Wilmot, Arkansas 71676

BENTON COUNTY

Benton County Cooperative
P. O. Box 269
Bentonville, Arkansas 72712

Bentonville School District
400 NW Second Street
Bentonville, Arkansas 72712

Decatur School District
P. O. Box 97
Decatur, Arkansas 72722

Gentry School District
P. O. Box 159
Gentry, Arkansas 72734

Gravette School District
P. O. Box "J"
Gravette, Arkansas 72736

Rogers School District
220 South Fifth Street
Rogers, Arkansas 72756

Siloam Springs School District
1200 West Jefferson Street
Siloam Springs, Arkansas 72761

Pea Ridge School District
P. O. Box 6
Pea Ridge, Arkansas 72751

BOONE COUNTY

Omaha School District
P. O. Box 99
Omaha, Arkansas 72662

BRADLEY COUNTY

Warren School District
Highway 15 North
Warren, Arkansas 71671

Banks School District
P. O. Box 105
Banks, Arkansas 71631

CARROLL COUNTY

Green Forest School District
P. O. Drawer AO
Green Forest, Arkansas 72638

CHILCOT COUNTY

Dermott School District
115 East Peddicord
Dermott, Arkansas 71638

Lakeside School District
600 South Lakeshore Dirve
Lake Village, Arkansas 71653

CLAY COUNTY

Corning School District
P. O. Drawer 479
Corning, Arkansas 72422

Knobel School District
Box 588
Knobel, Arkansas 72435

CRAIGHEAD COUNTY

Bay-Brown School District
P. O. Box 39
Bay, Arkansas 72411

Brookland School District
P. O. Box 35
Brookland, Arkansas 72417

Lake City School District
P. O. Box 178
Lake City, Arkansas 72437

CRAWFORD COUNTY

Mountainburg School District
Box 435
Mountainburg, Arkansas 72946

CRITTENDEN COUNTY

Crawfordsville School District
P. O. Box 47
Crawfordsville, Arkansas 72327

Marion School District
76 Elm Street
Marion, Arkansas 72364

Turrell School District
P. O. Box 297
Turrell, Arkansas 72384

CROSS COUNTY

Cross County School District
P. O. Box 158
Cherry Valley, Arkansas 72324

Parkin School District
P. O. Box 7
Parkin, Arkansas 72373

Wynne School District
P. O. Box 69
Wynne, Arkansas 72396

DESHA COUNTY

Delta Special School District
P. O. Box 41
Rohwer, Arkansas 71666

Desha Drew School District
P. O. Box 8
Tillar, Arkansas 71670

GREENE COUNTY

Greene County Technical School District
4633 West Kings Highway
Paragould, Arkansas 72450

HEMPSTEAD COUNTY

Blevins School District
P. O. Box 98
Blevins, Arkansas 71825

Hope School District
117 East Second Street
Hope, Arkansas 71801

HOWARD COUNTY

Nashville School District
1301 Mt. Pleasant Drive
Nashville, Arkansas 71852

JACKSON COUNTY

Beedeville School District
P. O. Box 10
Beedeville, Arkansas 72014

Swifton School District
P. O. Box 188
Swifton, Arkansas 72471

JEFFERSON COUNTY

Altheimer School District
P. O. Drawer "N"
Altheimer, Arkansas 72004

LAFAYETTE COUNTY

Lewisville School District
P. O. Box 400
Lewisville, Arkansas 71845

LEE COUNTY

Marianna School District
P. O. Box 309
Marianna, Arkansas 72360

LINCOLN COUNTY

Gould School District
P. O. Drawer "S"
Gould, Arkansas 71643

Star City School District
P. O. Drawer 39
Star City, Arkansas 71667

LONOKE COUNTY

Lonoke School District
501 Academy Street
Lonoke, Arkansas 72086

England School District
P. O. Box 10
England, Arkansas 72046

Carlisle School District
P. O. Box "O"
Carlisle, Arkansas 72024

MADISON COUNTY

Huntsville School District
P. O. Drawer "F"
Huntsville, Arkansas 72740

Kingston School District
P. O. Box 36
Kingston, Arkansas 72742

St. Paul School District
St. Paul, Arkansas 72760

MISSISSIPPI COUNTY

Armorel School District
Armorel, Arkansas 72310

Blytheville School District
P. O. Box 1169
Blytheville, Arkansas 72315

Dell School District
P. O. Box 235
Dell, Arkansas 72426

South Mississippi County School District
P. O. Box 65
Wilson, Arkansas 72395

Etowah School District
P. O. Drawer 5
West Ridge, Arkansas 72391

Leachville School District
P. O. Box 110
Leachville, Arkansas 72438

Luxora School District
P. O. Box 130
Luxora, Arkansas 72358

Manila School District
P. O. Box 670
Manila, Arkansas 72442

MONROE COUNTY

Clarendon School District
P. O. Box 248
Clarendon, Arkansas 72029

NEVADA COUNTY

Prescott School District
762 Martin Street
Prescott, Arkansas 71857

NEWTON COUNTY

Jasper School District
Jasper, Arkansas 72641

Mt. Judea School District
Mt. Judea, Arkansas 72655

Western Grove School District
Western Grove, Arkansas 72685

PHILLIPS COUNTY

Elaine School District
P. O. Box 456
Elaine, Arkansas 72333

Marvell School District
P. O. Box 126
Marvell, Arkansas 72366

PIKE COUNTY

Delight School District
P. O. Box 8
Delight, Arkansas 71940

Murfreesboro School District
605 Third Avenue
Murfreesboro, Arkansas 71958

POINSETT COUNTY

Lepanto School District
P. O. Box "Q"
Lepanto, Arkansas 72354

Harrisburg School District
P. O. Box 47
Harrisburg, Arkansas 72432

Trumann School District
221 Pine Avenue
Trumann, Arkansas 72472

PRAIRIE COUNTY

Des Arc School District
Route 2, Box "A"
Des Arc, Arkansas 72040

Hazen School District
P. O. Box 358
Hazen, Arkansas 72064

RANDOLPH COUNTY

Biggers-Reyno School District
P. O. Box 82
Biggers, Arkansas 72413

ST. FRANCIS COUNTY

Forrest City School District
334 Graham
Forrest City, Arkansas 72335

Hughes School District
P. O. Box 9
Hughes, Arkansas 72348

Wheatley School District
P. O. Box 125
Wheatley, Arkansas 72392

SEARCY COUNTY

Marshall School District
P. O. Box 310
Marshall, Arkansas 72650

SEVIER COUNTY

DeQueen School District
P. O. Box 950
DeQueen, Arkansas 71832

Gilham School District
P. O. Box 28
Gillham, Arkansas 71841

STONE COUNTY

Timbo School District
Timbo, Arkansas 72680

VAN BUREN COUNTY

Alread School District
Route 3
Clinton, Arkansas 72031

WASHINGTON COUNTY

Elkins School District
Elkins, Arkansas 72727

Farmington School District
P. O. Box "H"
Farmington, Arkansas 72730

Fayetteville School District
1000 Stone Street
Fayetteville, Arkansas 72701

Greenland School District
P. O. Box 57
Greenland, Arkansas 72737

Lincoln School District
P. O. Box 479
Lincoln, Arkansas 72744

Prairie Grove School District
Route 2
Prairie Grove, Arkansas 72753

Springdale School District
P. O. Box 8
Springdale, Arkansas 72764

West Fork School District
West Fork, Arkansas 72774

Winslow School District
P. O. Box 140
Winslow, Arkansas 72959

WHITE COUNTY

Bald Knob School District
P. O. Box 320
Bald Knob, Arkansas 72010

Beebe School District
1201 West Center Street
Beebe, Arkansas 72012

Central School District
Route 1
Judsonia, Arkansas 72081

Judsonia School District
P. O. Box "E"
Judsonia, Arkansas 72081

Pangburn School District
Pangburn, Arkansas 72121

Searcy School District
801 North Elm
Searcy, Arkansas 72143

WOODRUFF COUNTY

Augusta School District
222 Locust Street
Augusta, Arkansas 72006

McCrory School District
P. O. Box 427
McCrory, Arkansas 72101

YELL COUNTY

Dardanell School District
Drawer "Q"
Dardanelle, Arkansas 72834

HOWARD COUNTY

Southwest Arkansas Migrant Ed.
P. O. Box 513
Nashville, Arkansas 71852

Migrant Education Service Center
Route #4, Box 317-SS
Hope, Arkansas 71801

WASHINGTON COUNTY

Region II Service Center
P. O. Drawer 248
Prairie Grove, Arkansas 72753

WHITE COUNTY

Region I Service Center
P. O. Box 320
Bald Knob, Arkansas 72010

California

Assistant Superintendent for Compensatory Education
State Department of Education
721 Capitol Mall
Sacramento, California 95814

Region I Migrant Education
Santa Clara County Schools
100 Skyport Drive
San Jose, California 95110

SAN BENITO COUNTY

San Benito County Office of Ed.
460 Fifth Street
Hollister, California 95023

Southside School District
4491 Southside Road
Hollister, California 95023

Hollister Elementary
P. O. Box 1067
Hollister, California 95023

North County Joint Union Elem.
6530 Lovers Lane
Hollister, California 95023

San Bentio Joint Union
1220 Monterey Street
Hollister, California 95023

San Juan Union Elementary
P. O. Drawer A
San Juan Bautista, Calif. 95040

SAN MATEO COUNTY

San Mateo County Office of Ed.
333 Main Street
Redwood City, California 94063

Cabrillo Unified
498 Kelly
Half Moon Bay, California 94019

La Honda-Pescadero Unified
P. O. Box 189
Pescadero, California 94060

Sequoia Union High School
480 James Avenue
Redwood City, California 94063

Redwood City Elementary
815 Allerton Street
Redwood City, California 94063

SANTA CLARA COUNTY

Santa Clara County Office of Ed.
100 Skyport Drive
San Jose, California 95110

Gilroy Unified
7663 Church Street
Gilroy, California 95020

Milpitas Unified
480 Corning Avenue
Milpitas, California 95035

Morgan Hill Unified
P. O. Box 927
Morgan Hill, California 95037

Santa Clara Unified
P. O. Box 397
Santa Clara, California 95052

Sunnyvale Elementary
P. O. Box 217
Sunnyvale, California 94086

MONTEREY COUNTY

Monterey County Office of Ed.
901 Blanco Circle
Salinas, California 93901

Alisal Union Elementary
1221 East Market Street
Salinas, California 93905

Chualar Union Elementary
P. O. Box 188
Chualar, California 93925

Gonzales Union Elementary
Gonzales, California 93926

Greenfield Union Elementary
P. O. Box 97
Greenfield, California 93927

King City Union Elementary
415 Pearl Street
King City, California 93930

North Monterey County Unified
P. O. Box 41-A
Moss Landing, California 95039

Salinas City Elementary
431 W. Alisal Street
Salinas, California 93901

Salinas Union High School
431 W. Alisal Street
Salinas, California 93901

Santa Rita Union Elementary
2014 S. Santa Rita Street
Salinas, California 93901

Soledad Union Elementary
P. O. Box 715
Soledad, California 93960

Spreckels Union Elementary
P. O. Box 308
Spreckels, California 93962

SAN LUIS OBISPO COUNTY

Lucia Mar Unified School Dist.
1000 Bello Street
Pismo Beach, California 93449

SANTA BARBARA COUNTY

Carpinteria Unified School Dist.
1400 North Linden Avenue
Carpinteria, California 93013

Goleta Union School District
5689 Hollister Avenue
Goleta, California 93017

Guadalupe Union School District
P. O. Box 788
Guadalupe, California 93434

Lompoc Unified School District
P. O. Box "H"
Lompoc, California 93436

Santa Barbara City Schools
720 Santa Barbara Street
Santa Barbara, California 93101

Santa Barbara County Schools
4400 Cathedral Oaks Road
Santa Barbara, California 93111

Santa Maria Elementary School Dist.
321 North Thornburg Street
Santa Maria, California 93454

Santa Maria Joint Union High
School District
829 South Lincoln
Santa Maria, California 93454

VENTURA COUNTY

Briggs Elementary School Dist.
14438 Telegraph Road
Santa Paula, California 93060

Fillmore Unified School District
P. O. Box 697
Fillmore, California 93015

Mesa Union Elementary
3901 N. Mesa School Road
Camarillo, California 93010

Moorpark Union Elementary
534 Moorpark Avenue
Moorpark, California 93021

Moorpark High School District
280 Casey Road
Moorpark, California 93021

Ocean View District
2382 Etting Road
Oxnard, California 93030

Pleasant Valley Elementary
600 Temple Avenue
Camarillo, California 93010

Santa Paula Elementary School
District
P. O. Box 710
Santa Paula, California 93060

Santa Paula High School District
404 North Sixth Street
Santa Paula, California 93060

Somis Union
P. O. Box "F"
Somis, California 93066

Ventura Unified
120 East Santa Clara Street
Ventura, California 93001

Region II Migrant Education
Butte County Schools
2060 Third Street
Oroville, California 95965

BUTTE COUNTY

Biggs Unified
P. O. Box 397
Biggs, California 95917

Chico Unified
1163 E. Seventh Street
Chico, California 95926

Durham Unified
P. O. Box 397
Durham, California 95938

Gridley Union Elementary
429 Wilson
Gridley, California 95948

Gridley Union High
300 E. Spruce Street
Gridley, California 95948

Manzanita Elementary
Route 1, Box 643
Gridley, California 95948

Oroville City Elementary
2565 Mesa Avenue
Oroville, California 95965

Oroville Union High
2211 Washington Avenue
Oroville, California 95965

Palermo Union Elementary
2261 Esperanza Avenue
Palermo, California 95968

COLUSA COUNTY

Colusa Unified
449 Fremont Street
Colusa, California 95932

Maxwell Unified
P. O. Box 308
Maxwell, California 95955

Pierce Joint Unified
Arbuckle, California 95912

Williams Unified
P. O. Box 7
Williams, California 95987

DEL NORTE COUNTY

Del Norte County Unified
301 W. Washington Blvd.
Crescent City, California 95531

GLENN COUNTY

Hamilton Union Elementary
P. O. Box 277
Hamilton City, California 95951

Hamilton Union High
P. O. Box 488
Hamilton City, California 95951

Orland Joint Union Elementary
1320 Sixth Street
Orland, California 95963

Orland Joint Union High
1320 Sixth Street
Orland, California 95963

Plaza Elementary
Route 1, Box 280-C
Orland, California 95963

Princeton Joint Unified
P. O. Box 8
Princeton, California 95970

Stony Creek Joint Unified
P. O. Box 68
Elk Creek, California 95939

Willows Unified
823 W. Laurel Street
Willows, California 95988

LAKE COUNTY

Kelseyville Unified
P. O. Box 308
Kelseyville, California 95451

Lakeport Unified
100 Lange Street
Lakeport, California 95453

MENDOCINO COUNTY

Anderson Valley Unified
P. O. Box 457
Boonville, California 95415

Potter Valley Community Unified*
P. O. Box 219
Potter Valley, California 95469

Ukiah Unified
P. O. Box 767
Ukiah, California 95482

MODOC COUNTY

Tulelake Basin Joint Unified
P. O. Box 547
Tulelake, California 96134

NAPA COUNTY

Calistoga Joint Unified
1327 Berry Street
Calistoga, California 94515

Napa Valley Unified
2425 Jefferson Street
Napa, California 94558

St. Helena Unified
465 Main Street
St. Helena, California 94574

SACRAMENTO COUNTY

River Delta Joint Unified
445 Montezuma
Rio Vista, California 94571

SOLANO COUNTY

Dixon Unified
305 N. Almond Street
Dixon, California 95620

Fairfield-Suisun Unified
1025 Delaware Street
Fairfield, California 94533

Vacaville Unified
751 School Street
Vacaville, California 95688

SONOMA COUNTY

Alexander Valley Union Elementary*
8511 Highway 128
Healdsburg, California 95448

Analy Union High
6980 Analy Avenue
Sebastopol, California 95472

Bellevue Union Elementary
2121 Moraga Drive
Santa Rosa, California 95404

Cloverdale Unified
97 School Street
Cloverdale, California 95425

Forestville Union Elementary*
6321 Highway 116
Forestville, California 95436

Geyserville Unified
P. O. Box 108
Geyserville, California 95441

Guerneville Elementary
14630 Armstrong Road
Guerneville, California 95446

Healdsburg Union Elementary
925 University Street
Healdsburg, California 95448

Healdsburg Union High
925 University Street
Healdsburg, California 95448

Mark West Union Elementary
5187 Old Redwood Highway
Santa Rosa, California 95401

Oak Grove Union Elementary
8760 Bower Street
Sebastopol, California 95472

Piner-Olivet Union Elementary*
2590 Piner Road
Santa Rosa, California 95401

Roseland Elementary *
950 Sebastopol Road
Santa Rosa, California 95401

Santa Rosa Elementary, City of
Santa Rosa High, City of
211 Ridgeway Avenue
Santa Rosa, California 95402

Sebastopol Union Elementary
7905 Valentine Avenue
Sebastopol, California 95472

Sonoma Valley Unified
8 W. Spain Street
Sonoma, California 95476

Twin Hills Union Elementary
1685 Water Trough Road
Sebastopol, California 95472

West Side Union Elementary
1201 Felta Road
Healdsburg, California 95448

Windsor Union Elementary
9491 Starr Road
Windsor, California 95492

SUTTER COUNTY

Brittan Elementary*
2340 Pepper Street
Sutter, California 95982

Browns Elementary
1248 Pacific Avenue
Rio Oso, California 95674

East Nicolaus Joint Union High
P. O. Box 45
Trowbridge, California 95687

Franklin Elementary*
332 N. Township Road
Yuba City, California 95991

Live Oak Unified
2341 Pennington Road
Live Oak, California 95953

Marcum-Illinois Union Elementary*
2452 El Centro Boulevard
East Nicolaus, California 95622

Meridian Elementary*
P. O. Box 147
Merdian, California 95957

Nuestro Elementary
3934 Broadway Road
Live Oak, California 95953

Sutter Union High*
P. O. Box 498
Sutter, California 95982

Winship Elementary*
Route 1, Box 83
Merdian, California 95957

Yuba City Unified
243 Colusa Avenue
Yuba City, California 95991

TEHAMA COUNTY

Antelope Elementary
Route 1, Box 893
Red Bluff, California 96080

Corning Union Elementary
Corning, California 96021

Corning Union High
643 Blackburn Avenue
Corning, California 96021

Gerber Union Elementary
Gerber, California 96035

Kirkwood Elementary
Route 1, Box 250A
Corning, California 96021

Lassen View Union Elementary
10818 Hwy. 99-E
Los Molinos, California 96055

Los Molinos Unified
P. O. Box 609
Los Molinos, California 96055

Richfield Elementary
Route 1, Box 429
Corning, California 96201

YOLO COUNTY

Davis Joint Unified
23 Russell Boulevard
Davis, California 95616

Esparto Unified
705 Omega Street
Esparto, California 95627

Winters Joint Unified
47 Main Street
Winters, California 95694

Woodland Joint Unified
175 Walnut Street
Woodland, California 95695

YUBA COUNTY

Marysville Joint Unified
1919 B Street
Marysville, California 95901

Plumas Elementary
2548 Hofman-Plumas Road
Marysville, California 95901

Wheatland Elementary
P. O. Box 818
Wheatland, California 95692

Wheatland Union High
P. O. Box 398
Wheatland, California 95692

* Indicates there are no migrant-funded personnel assigned in these districts. Migrant children have been identified only.

Region III Migrant Education
Merced County Schools
632 W. 13th Street
Merced, California 95340

MADERA COUNTY

Alview/Dairyland School District
12861 Avenue 18-1/2
Chowchilla, California 93610

Chowchilla School District
P. O. Box 907
Chowchilla, California 93610

Madera Unified School District
1904 Howard Road
Madera, California 93637

STANISLAUS COUNTY

Ceres Unified School District
P. O. Box 307
Ceres, California 95307

Chatom Union Elementary School District
7201 Clayton Avenue
Turlock, California 95380

Empire Union Elementary School District
P. O. Box U
Empire, California 95319

Hughson Union Elementary School District
P. O. Box 188
7201 Whitmore
Hughson, California 95326

Hughson Union High School Dist.
7419 E. Whitmore Avenue
Hughson, California 95326

Keyes Union Elementary School District
P. O. Box 548
Keyes, California 95326

Modesto City Elementary School District
830 Tully Road
Modesto, California 95351

Modesto City High School Dist.
830 Tully Road
Modesto, California 95351

Newman-Crowslanding Unified School District
1327 Kern Street
Newman, California 95360

Oakdale Joint Union High School District
200 Hickley Avenue
Oakdale, California 95361

Oakdale Union Elementary School District
825 East F Street
Oakdale, California 95361

Patterson Joint Unified School Dist.
P. O. Box 547
Patterson, California 95363

Riverbank Elementary School Dist.
Administration Building
3561 Santa Fe Street
Riverbank, California 95367

Waterford Elementary School Dist.
P. O. Box 270
12916 Bentley Street
Waterford, California 95386

SAN JUAQUIN COUNTY

Banta Elementary School District
P. O. Box 66
Banta, California 95304

Delta Island Union Elementary School District
11022 West Howard Road
Stockton, California 95206

Escalon Unified School District
1520 Yosemite Avenue
Escalon, California 95320

Holt Union Elementary School Dist.
1545 South Holt Road
Stockton, California 95206

Jefferson Elementary School Dist.
7500 West Linne Road
Tracy, California 95376

Lodi Unified School District
815 West Lockeford
Lodi, California 95240

Manteca Unified School District
P. O. Box 32
Manteca, California 95336

New Jerusalem Elementary School District
31400 South Koster Road
Tracy, California 95376

Rindge Elementary School District
P. O. Box 68
Holt, California 95234

Ripon Unified School District
301 North Acacia Avenue
Ripon, California 95366

Stockton City Unified School Dist.
701 North Madison Street
Stockton, California 95202

Tracy Elementary School District
315 E. 11th Street
Tracy, California 95376

CONTRA COSTA COUNTY

Brentwood Union Elementary School District
250 First Street
Brentwood, California 94513

Byron Union Elementary School District
P. O. Box 118
Byron, California 94514

Knightsen School District
P. O. Box F, Delta Road
Knightsen, California 94548

Liberty Union High School District
850 Second Street
Brentwood, California 94513

Region IV Migrant Education
Fresno County Schools
632 W. 13th Street
Merced, California 95340

American Union School District
2801 W. Adams Avenue
Fresno, California 93706

Biola-Pershing School District
4885 N. Biola Avenue
Fresno, California 93711

Burrel Union School District
16704 S. Jameson Avenue
Burrel, California 93607

Cantua School District
P. O. Box 618
Cantua Creek, California 93608

Caruthers Elementary School Dist.
P. O. Box 7
Caruthers, California 93609

Caruthers High School District
P. O. Box 7
Caruthers, California 93609

Clay Joint School District
12449 S. Smith
Kingsvurg, California 93631

Coalinga Unified School District
657 Sunset Street
Coalinga, California 93210

Firebaugh-Las Deltas Unified
School District
1600 - 16th Street
Firebaugh, California 93622

Fowler Unified School District
658 E. Adams
Fowler, California 93625

Fresno Unified
Tulare & "M" Streets
Fresno, California 93721

Helm School District
P. O. Box 38
Helm, California 93627

Kerman-Floyd School District
14655 W. "F" Street
Kerman, California 93630

Kings Canyon Unified School Dist.
P. O. Box 552
Reedley, California 93654

Mendota Union School District
P. O. Box 68
Mendota, California 93640

Monroe School District
11842 S. Chestnut
Fresno, California 93706

Orange Center School District
3530 S. Cherry Avenue
Fresno, California 93706

Oro Loma School District
5609 N. Russell
Firebaugh, California 93622

Parlier Unified School District
601 Third Street
Parlier, California 93648

Raisin City School District
P. O. Box 173
Raisin City, California 93652

Riverdale Elementary School Dist.
P. O. Box 338
Riverdale, California 93656

Sanger Unified School District
1905 - 7th Street
Sanger, California 93657

San Joaquin School District
P. O. Box 408
San Joaquin, California 93660

Selma Unified School District
3036 Thompson
Selma, California 93662

Sun Empire School District
2649 N. Modoc Avenue
Kerman, California 93630

Tranquillity High School District
P. O. Box 457
Tranquillity, California 93668

Westside School District
P. O. Box 398
Five Points, California 93624

Region V Migrant Education
721 Capitol Mall
Sacramento, California 95814

Arvin Union School District
737 Bear Mountain Blvd.
Arvin, California 93203

Buttonwillow Union School Dist.
400 McKittrick Hwy.
Buttonwillow, California 93206

Delano Union Elementary School
District
1999 Norwalk Avenue
Delano, California 93215

Delano Joint Union High School
1331 Cecil Avenue
Delano, California 93215

El Tejon Union School District
P. O. Box 876
Lebec, California 93243

Fairfax School District
1501 S. Fairfax Road
Bakersfield, California 93307

General Shafter School
Route 2, Box 713
Bakersfield, California 93307

Kern Union High School District
2000 24th Street
Bakersfield, California 93301

Lakeside Union School District
Route 3, Box 1053
Bakersfield, California 93307

Lamont School District
8201 Palm Avenue
Lamont, California 93241

Lost Hills Union School District
P. O. Box 158
Lost Hills, California 93249

Maple School District
29161 Fresno Avenue
Shafter, California 93262

Maricopa Unified School District
P. O. Box 755
Maricopa, California 93252

McFarland Union School District
P. O. Box 458
McFarland, California 93250

Richland School District
331 Shafter Avenue
Shafter, California 93263

Semitropic School District
Star Route, Box 82
Wasco, California 93280

Southern Kern Unified School Dist.
P. O. Drawer CC
Rosamond, California 93560

Vineland School District
Route 6, Box 317
Bakersfield, California 93307

Wasco Union Elementary School
District
636 Broadway
Wasco, California 93280

Wasco Union High School District
P. O. Box 250
Wasco, California 93280

Shafter Extended Day Care Center
P. O. Box 866
Shafter, California 93263

Sunset Extended Day Care Center
Route 6, Box 270
Bakersfield, California 93307

Region VI Migrant Education
625 State Street
El Centro, California 92243

Region VII Migrant Education
46-208 Oasis Street
Room 406
Indio, California 92201

Palo Verde Unified School District
187 N. 7th Street
Blythe, California 92225

Coachella Valley Unified School
District
P. O. Box 847
Thermal, California 92274

Corona-Norco Unified School District
300 Buena Vista Avenue
Corona, California 91720

Desert Sands Unified School Dist.
83-049 Avenue 46
Indio, California 92201

Chino Unified School District
5130 Riverside Drive
Chino, California 91710

Etiwanda School District
Box 248
Etiwanda, California 91739

Region VIII Migrant Education
1122 W. Murray
Visalia, California 93277

Cutler-Orosi Unified School Dist.
41855 Road 128
Orosi, California 93647

Kings River Elementary
3961 Avenue 400
Kingsburg, California 93641

Pixley Elementary
P. O. Box 645
Pixley, California 93256

Saucelito Elementary
17615 Avenue 104
Terra Bella, California 93270

Sundale Elementary
13990 Avenue 240
Tulare, California 93274

Traver Elementary
P. O. Box 68
Traver, California 93673

Waukena Elementary
P. O. Box 86
Waukena, California 93282

Woodville Elementary
16541 Road 168
Porterville, California 93257

Corcoran Unified Schools
1520 Patterson Avenue
Corcoran, California 93212

Hanford High School
P. O. Box D-420
Hanford, California 32030

Kit Carson Elementary
9895 7th Avenue
Hanford, California 93230

Earlimart Elementary
P. O. Box 27
Earlimart, California 93219

Liberty Elementary
11535 Avenue 264
Visalia, California 93277

Porterville Elementary
589 W. Vine
Porterville, California 93257

Sequoia Union Elementary
P. O. Box 327
Lemon Cove, California 93244

Sunnyside Elementary
21644 Avenue 196
Strathmore, California 93257

Tulare City Schools
600 North Cherry
Tulare, California 93274

Woodlake Elementary
300 West Whitney
Woodlake, California 93286

Armona Elementary
P. O. Box 368
Armona, California 93202

Delta View Elementary
1201 Lacey Boulevard
Hanford, California 93230

Island Elementary
7799 21st Avenue
Lemoore, California 93245

Lakeside Elementary
9100 Jersey Avenue
Hanford, California 93230

Farmersville Elementary
281 S. Farmersville Blvd.
Farmersville, California 93223

Lindsay Unified
519 East Honolulu
Lindsay, California 93247

Richgrove Elementary
P. O. Box 201
Richgrove, California 93261

Stone Corral Elementary
15590 Avenue 383
Visalia, California 93277

Terra Bella Elementary
P. O. Box 147
Terra Bella, California 93270

Visalia Unified Schools
315 East Acequia
Visalia, California 93277

Woodlake High
400 West Whitney
Woodlake, California 93286

Central Union Elementary
P. O. Box 1339
NAS Lemoore, California 93245

Hanford Elementary
P. O. Box G-1067
Hanford, California 93230

Kings River-Hardwick
10300 Excelsior
Hanford, California 93230

Lemoore Elementary
P. O. Box 40
Lemoore, California 93245

Lemoore High District
P. O. Box 160
Lemoore, California 93245

Strathmore High School
P. O. Box 37
Strathmore, California 93267

Pioneer Union Elementary
8810 14th Avenue
Hanford, California 93230

Reef-Sunset District
500 South First
Avenal, California 93204

Region IX Migrant Education
San Diego County Schools
6401 Linda Vista Road
San Diego, California 92111

SAN DIEGO COUNTY

Bonsall Union
P. O. Box 3
Bonsall, California 92003

Carlsbad Unified
801 Pine Avenue
Carlsbad, California 92009

Encinitas Union
189 Union Street
Encinitas, California 92024

Escondido Union
980 N. Ash Street
Escondido, California 92027

Fallbrook Union High
P. O. Box 368
Fallbrook, California 92028

San Marcos Unified
270 San Marcos Boulevard
San Marcos, California 92069

San Pasqual Union
Route 1, Box 830
Escondido, California 92025

Vallecitos
5211 Fifth Street
Fallbrook, California 92028

Valley Center Union
28751 Cole Grade Road
Valley Center, California 92082

Vista Unified
150 Escondido Avenue
Vista, California 92083

ORANGE COUNTY

Fountain Valley School District
Number 1 Lighthouse Lane
Fountain Valley, California 92708

Irvine Unified
2941 Alton Avenue
P. O. Box 19535
Irvine, California 92713

Newport-Mesa Unified
1601 Sixteenth Street
Newport Beach, California 92663

Ocean View
7972 Warner Avenue
Huntington Beach, California 92647

Placentia Unified
1301 E. Orangethorpe Avenue
Placentia, California 92670

Orange County Office
974 S. Melrose Street
Placentia, California 92670

Colorado

Supervisor, Migrant Education Program
Colorado Department of Education
State Office Building
201 E. Colfax
Denver, Colorado 80203

ADAMS 27J
630 South 8th Avenue
Brighton, Colorado 80601

ALAMOSA Re-11J
P. O. Box 1010
Alamosa, Colorado 81101

ARKANSAS VALLEY BOCS
P. O. Box 1128
La Junta, Colorado 81050

Bent Re-1
1214 Seventh Street
Las Animas, Colorado 81054

Crowley Re-1J
P. O. Box 338
Ordway, Colorado 81063

Otero R1
P. O. Box 439
La Junta, Colorado 81050

Otero 3J
P. O. Box 148
Manzanola, Colorado 81058

Otero R4J
P. O. Box 128
Fowler, Colorado 81039

Otero 33
P. O. Box 487
Swink, Colorado 81077

BOULDER Re1J
395 South Pratt Parkway
Longmont, Colorado 80501

BOULDER Re2J
P. O. Box 9011
Boulder, Colorado 80301

EAST CENTRAL BOCS
P. O. Box H
Limon, Colorado 80828

Kit Carson RE-6J
Burlington Elementary School
Burlington, Colorado 80807

GUNNISON VALLEY BOCS
P. O. Box 246
Olathe, Colorado 814

Gunnison Re-1J
216 W. Georgia Avenue
Gunnison, Colorado 81230

Delta 50J
RFD 1, Box 127
Delta, Colorado 81416

Montrose Re1J
P. O. Box 219
126 South 5th Street
Montrose, Colorado 81401

LARIMER R-1
2407 La Porte Avenue
Fort Collins, Colorado 80521

LOGAN RE-1
P. O. Box 910
Sterling, Colorado 80751

MESA 51
2115 Grand Avenue
Grand Junction, Colorado 81501

NORTHEAST COLORADO BOCS
Haxtun, Colorado 80731

Phillips RE-1J
Holyoke, Colorado 80734

Sedgwick Re3
P. O. Box 369
Ovid, Colorado 80744

Yuma R-J-1
1101 South Ash Street
Yuma, Colorado 80759

Yuma R-J-2
P. O. Box 157
Wray, Colorado 80758

NORTHERN COLORADO EDUCATIONAL BOCS
830 South Lincoln
Longmont, Colorado 80501

PROWERS Re-1
P. O. Box 259
Granada, Colorado 81041

SAN LUIS VALLEY BOCS
22nd and San Juan
Alamosa, Colorado 81101

Participating Member Districts:
  Alamosa Re-11J
  Costilla R-30
  Rio Grande C-7, C-8, Re33J
  Saguache 26 Jt.

PROWERS Re-3
206 North Third Street
Holly, Colorado 81047

SOUTH CENTRAL BOCS
University of Southern Colorado
College Center, Orman Campus
900 West Orman Avenue
Pueblo, Colorado 81004

Pueblo 60
P. O. Box 3038
Pueblo, Colorado 81126

Pueblo 70
24951 Highway 50 East
Pueblo, Colorado 81004

SOUTH PLATTE VALLEY BOCS
317 Ensign Street
Fort Morgan, Colorado 80701

Morgan Re-2J
206 Colorado Avenue
Brush, Colorado 80723

Morgan Re-3
230 Walnut Street
Fort Morgan, Colorado 80701

Morgan Re-20
P. O. Box 668
Weldona, Colorado 80643

Morgan Re-50
P. O. Box 128
Wiggins, Colorado 80654

SOUTHEASTERN BOCS
P. O. Box 1137
Lamar, Colorado 81090

Baca Re-1
P. O. Box 68
Walsh, Colorado 81090

Baca Re-5
Vilas, Colorado 81087

Prowers Re-2
210 West Pearl
Lamar, Colorado 81052

Prowers Re-13Jt
P. O. Box 247
Wiley, Colorado 81092

WELD BOCS
P. O. Box 578 - 204 Main Street
La Salle, Colorado 80645

Weld Re-1
P. O. Box 157
Gilcrest, Colorado 80623

Weld Re-2
P. O. Box 127
Eaton, Colorado 80615

Weld Re-5J
102 East Charlotte Street
Johnstown, Colorado 80534

Weld Re-7
P. O. Box 487
Kersey, Colorado 80644

Weld Re-8
201-399 South McKinley
Fort Lupton, Colorado 80621

Weld Re-9
P. O. Box 68
Ault, Colorado 80610

WELD 6
811 - 15th street
Greeley, Colorado 80631

Connecticut

Migrant Program Director
State Department of Education
P. O. Box 2219
Hartford, Connecticut 06115

Bridgeport Board of Education
City Hall
45 Lyon Terrace
Bridgeport, Connecticut 06604

Guilford Public Schools
New England Road
Guilford, Connecticut 06437

Hartford Schools
249 High Street
Hartford, Connecticut 06103

Meriden Public Schools
City Hall - Room 231
Meriden, Connecticut 06450

Naugatuck Board of Education
Tuttle Building, 380 Church St.
Naugatuck, Connecticut 06770

New Haven Board of Education
200 Orange Street
New Haven, Connecticut 06510

Norwalk Public Schools
105 Main Street
Norwalk, Connecticut 06852

Pomfret Community School
Routes 169 & 101
Pomfret, Connecticut 06259

Rockville/Vernon Board of Education
Corner School & Park Streets
Vernon, Connecticut 06066

Waterbury Schools
263 Grand Street
Chase Building
Waterbury, Connecticut 06702

Willimantic Board of Education
322 Prospect Street
Willimantic, Connecticut 06226

Delaware

Supervisor, Education for Migrant Children
State Department of Public Instruction
John G. Townsend Building
Dover, Delaware 19901

Coordinator
Capital School District
Migrant Education Center
Central Middle School
Dover, Delaware 19901

Project Supervisor
Indian River School District
Instructional Resource Center
330 E. State Street
Millsboro, Delaware 19966

Coordinator, Special Services
Laurel School District
Central Administrative Office Annex
Central Avenue
Laurel, Delaware 19956

Director, Summer Project
Capital School District
945 Forrest Street
Dover, Delaware 19901

Project Supervisor, Summer Project
Indian River School District
Instructional Resource Center
330 E. State Street
Millsboro, Delaware 19966

Bilingual Coordinator
New Castle County School District
A. I. duPont Special Service Building
Bilingual & Migrant Education
100 Hillside Road
Greenville, Delaware 19807

Florida

Administrator, Migrant Education Section
State Department of Education
Knott Building
Tallahassee, Florida 32304

Director of Special Projects
Alachua County Schools
1817 E. University Avenue
Gainesville, Florida 32601

Director of Federal Projects
Brevard County Schools
1274 South Florida Avenue
Rockledge, Florida 32955

Broward County Migrant Program
Broward County Schools
Walker Annex
1001 N.W. 4th Street
Ft. Lauderdale, Florida 33311

Migrant Program Coordinator
Collier County Schools
508 N. Ninth Street
Immokalee, Florida 33934

Director of Federal Programs
Collier County Schools
3710 Estey Avenue
Naples, Florida 33940

Migrant Project Manager
Dade County Schools
364 N. W. 6th Avenue
Florida City, Florida 33030

Migrant Coordinator
Glades County Schools
P. O. Box 98
Labelle, Florida 33935

Coordinator, Federal Projects
Hardee County Schools
P. O. Box 757
Wauchula, Florida 33873

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Millen, Georgia 30442

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Dahlonega, Georgia 30533

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Oglethorpe, Georgia 31068

McDuffie & Glascock Counties Migrant Education Programs
Thomson, Georgia 30824

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Canton, Georgia 30114

Northwest Georgia CESA Migrant Education Program
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Waycross, Georgia 31501

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Waycross, Georgia 31501

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Blackshear, Georgia 31516

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Cleveland, Georgia 30528

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Blackfoot School District #55
440 W. Judicial Street
Blackfoot, Idaho 83221

Aberdeen School District #58
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Aberdeen, Idaho 83210

Firth School District #59
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Firth, Idaho 83236

Idaho Falls School District #91
690 John Adams Parkway
Idaho Falls, Idaho 83401

Fremont Co. School District #215
147 North 2nd West Street
St. Anthony, Idaho 83445

Jefferson County School Dist. #251
201 Idaho Avenue
Rigby, Idaho 83442

American Falls School Dist. #381
827 Fort Hall Avenue
American Falls, Idaho 83211

Cassia County School Dist. #151
237 E. 19th
Burley, Idaho 83318

Jerome School District #261
P. O. Box 48
Jerome, Idaho 83338

Valley School District #262
Route #1
Hazelton, Idaho 83335

Minidoka Co. School District #331
633 Fremont Avenue
Rupert, Idaho 83350

Twin Falls School District #411
201 Maine Avenue West
Twin Falls, Idaho 83301

Buhl School District #412
216 North Seventh Street
Buhl, Idaho 83316

Filer School District #413
Box X
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Box 117
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Nampa School District #131
619 South Canyon
Nampa, Idaho 83651

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1101 Cleveland
Caldwell, Idaho 83605

Wilder School District #133
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Wilder, Idaho 83676

Notus School District #135
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Notus, Idaho 83656

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Parma, Idaho 83660

Canyon School District #139
Route 8 - Box 207
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Glenns Ferry School District #192
545 N. Bannock
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P. O. Box 890
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Emmett, Idaho 83617

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302 Cordis Avenue
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District #15
505 S. Quentin Road
Palatine, Illinois 60067

High and Park School Dist. #107
2075 St. Johns Place
Highland Park, Illinois 60035

Community Consolidated Dist. #21
999 West Dundee Road
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Community Unit School Dist. #11
615 E. Orange Street
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Peotone School District #207U
Wilson & West Streets
Peotone, Illinois 60468

Grace Migrant Day Care Center
266 Somonauk
Park Forest, Illinois 60466

Holy Cross Migrant School
1005 Jefferson
Mendota, Illinois 61342

West Chicago Elementary Schools
312 East Forest Avenue
West Chicago, Illinois 60185

Gibson City School District #1
217 East 17th Street
Gibson City, Illinois 60937

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R. R. #1
Carbondale, Illinois 62901

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420 N. Raynor Avenue
Joliet, Illinois 60435

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145 Fisk Avenue
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Box 76
Stockland, Illinois 60967

Rochelle Community Consolidated District #231
Fifth Avenue and Eighth Street
Rochelle, Illinois 61068

Kankakee School District #111
381 South Fourth Avenue
Kankakee, Illinois 60901

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300 Van Buren Street
Wyoming, Illinois 61491

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Kankakee, Illinois 60901

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Galveston Elementary School
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South Bend School
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South Bend, Indiana 46623

Northwestern Project
Northwestern Elementary School
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Kokomo, Indiana 46901

Oak Hill Project
R. R. 1, Box 525
Converse, Indiana 46919

Liberty Perry Project
R. R. 1
Selma, Indiana 47373

Alexandria Project
Alexandria Comm. School
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Alexandria, Indiana 46001

Taylor Project
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Kokomo, Indiana 46901

Blue River Valley Project
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New Castle, Indiana 47362

Maconaquah Project
R. R. 1, Box 28A
Bluffton, Indiana 46714

Bluffton-Harrison Project
Columbian Elementary School
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Bluffton, Indiana 46714

Elwood Project
Edgewood Elementary School
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Edinburg, Indiana 46124

Kokomo Project
Early Childhood
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Kokomo, Indiana 46901

Adam Central Project
222 W. Washington Street
Monroe, Indiana 46772

Lakeland Project
Lakeland Comm. School
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Salem Project
Salem Comm. School
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South Adams Project
South Adams School
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Berne, Indiana 46711

South Knox Project
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Cambridge, Maryland 21613

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Princess Anne, Maryland 21853

Wimcomico County Board of Education
Salisbury, Maryland 21801

Queen Anne's County Board of Education
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Caroline County Board of Education
Denton, Maryland 21629

Worcester County Board of Education
Snow Hill, Maryland 21863

Massachusetts

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(The Program Director of Massachusetts Migrant Education Program requested that any amterial or correspondence for local projects be forwarded to his attention at the above address.)

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Berrien Springs, Michigan 49103

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198 East Street
Coopersville, Michigan 49404

Croswell-Lexington Comm. School Dist.
15 S. Howard Street
Croswell, Michigan 48422

Deerfield Public Schools
252 Deerfield Road
Deerfield, Michigan 49238

Eau Claire Public Schools
W. Main Street
Eau Claire, Michigan 49111

Fennville Public Schools
N. Maple Street
Fennville, Michigan 49408

Hart Public Schools
300 Johnson Street
Hart, Michigan 49420

Holland School District
633 Apple Avenue
Holland, Michigan 49423

Kalamazoo District
1220 Howard Street
Kalamazoo, Michigan 49008

Kent City Community School
341 N. Main Street
Kent City, Michigan 49330

Kenowa Hills Public Schools
2325 Four Mile Road, NW
Grand Rapids, Michigan 49504

Lansing School District
519 West Kalamazoo
Lansing, Michigan 48933

Montague Area Public School
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Montague, Michigan 49437

Montcalm Area ISD
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621 New Street
Stanton, Michigan 48888

Saginaw School District
550 Millard
Saginaw, Michigan 48607

Shelby Public Schools
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Shelby, Michigan 49455

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Sparta, Michigan 49345

Sparta Area School #2
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Sparta, Michigan 49345

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Bird Island Public Schools
Bird Island, Minnesota 55310

Blooming Prairie Public Schools
Blooming Prairie, Minnesota 55917

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Breckenridge, Minnesota 56520

Campbell-Tintah Public Schools
Campbell, Minnesota 56522

Washington Elementary School
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Crookston, Minnesota 56716

Gaylord Public Schools
500 Court Avenue
Gaylord, Minnesota 55334

Halstad Public Schools
Halstad, Minnesota 56548

Kennedy Public Schools
Kennedy, Minnesota 56733

Montevideo Public School
Third & Eureka
Montevideo, Minnesota 56265

Thomas Edison Elementary School
12th Avenue and 14th Street
Moorhead, Minnesota 56560

Jefferson School Building
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Renville Public Schools
Renville, Minnesota 56284

Sanford Elementary School
Montevideo, Minnesota 56265

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Coahoma County School District
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Forest, Mississippi 39074

Greenwood Separate School District
P. O. Box 1497
Greenwood, Mississippi 38930

Hancock-Harrison Cooperative Proj.
2000 15th Street
Gulfport, Mississippi 39501

Holmes County School District
P. O. Drawer B
Lexington, Mississippi 39095

Humphreys County School District
P. O. Box 678
Belzoni, Mississippi 39038

Jackson County Cooperative Project
P. O. Box 250
Pascagoula, Mississippi 39567

Jones County School District
P. O. Box 767
Laurel, Mississippi 39440

LeFlore County School District
P. O. Box 544
Greenwood, Mississippi 38930

Quitman County School District
P. O. Box 270
Marks, Mississippi 38646

Scott County School District
Forest, Mississippi 39074

Sharkey-Issaquena Consolidated
School District
Rolling Fork, Mississippi 39159

Simpson County School District
P. O. Box 326
Mendenhall, Mississippi 39114

West Tallahatchie Consolidated
School District
P. O. Box 126
Webb, Mississippi 38966

Western Line Consolidated School Dist.
P. O. Box 488
Avon, Mississippi 38723

Yazoo City Separate School District
P. O. Box 127
Yazoo City, Mississippi 39194

Yazoo County/Holly Bluff Cooperative
Project
Yazoo County School District
Yazoo City, Mississippi 39194

Missouri

Coordinator, ESEA
Department of Elementary and Secondary Education
P. O. Box 480
Jefferson City, Missouri 65101

Southwest R-V School District
Washburn, Missouri 65772

Cassville R-IV School District
14th and Main Street
Cassville, Missouri 65625

Purdy R-II School District
P. O. Box 248
Purdy, Missouri 65734

Monett R-I School District
800 East Scott
Monett, Missouri 65708

Poplar Bluff R-I School District
P. O. Box 47
Poplar Bluff, Missouri 63901

Twin Rivers R-10 School District
Broseley, Missouri 63932

Lockwood R-I School District
P. O. Drawer W
Lockwood, Missouri 65682

Malden R-I School District
P. O. Box 296
Malden, Missouri 63863

Holcomb R-III School District
Holcomb, Missouri 63852

Clarkton C-4 School District
Clarkton, Missouri 63837

Senath-Hornersville C-8 Schools
P. O. Drawer G
Senath, Missouri 63876

Southland C-9 School District
P. O. Box 47
Cardwell, Missouri 63829

Kennett #39 School District
1400 West Washington
Kennett, Missouri 63857

Avilla R-XIII School District
Avilla, Missouri 64833

Santa Fe R-10 School District
Alma, Missouri 64001

Wellington-Napoleon R-IX Schools
Wellington, Missouri 64097

Lexington R-V School District
400 South 20th Street
Lexington, Missouri 64067

Pierce City R-VI School District
P. O. Box E
Pierce City, Missouri 65723

Marionville R-IX School District
Box J
Marionville, Missouri 65705

Mt. Vernon R-V School District
Sloam and Landrum
Mt. Vernon, Missouri 65712

Aurora R-VIII School District
Aurora, Missouri 65605

McDonald County R-I School District
P. O. Box S
Anderson, Missouri 64831

East Prairie R-II School District
304 East Walnut
East Prairie, Missouri 63845

Risco R-II School District
P. O. Box 18
Risco, Missouri 63874

Gideon #37 School District
P. O. Box 227
Gideon, Missouri 63848

New Madrid County R-I School District
P. O. Box 56
New Madrid, Missouri 63869

Montana

ESEA, Title I, Manager
Office of the Superintendent of Public Instruction
Helena, Montana 59601

Director of Special Services
Billings Public Schools
101 Tenth Street West
Billings, Montana 59102

(Billings is the only local project in the state of Montana at this time.)

Nebraska

Migrant Director, Title I, ESEA
Nebraska Department of Education
Box 94987
301 Centennial Mall South
Lincoln, Nebraska 68509

Alliance City Schools
1450 Box Butte
Alliance, Nebraska 69334

Imperial Elementary
723 Broadway
Imperial, Nebraska 69033

Bayard Public Schools
Box 607
Bayard, Nebraska 69334

School District of Scottsbluff
2601 Broadway
Scottsbluff, Nebraska 69361

Nevada

Director, Federal Supplementary Programs
State Department of Education
Capitol Complex
Carson City, Nevada 89710

Director, Federal & Special Prog.
Carson City School District
P. O. Box 603
Carson City, Nevada 89701

Director, Federal & Special Prog.
Clark County School District
2832 E. Flamingo Road
Las Vegas, Nevada 89121

Title I Coordinator
Clark County School District
600 N. 9th Street
Las Vegas, Nevada 89101

Director, Federal & Special Prog.
Churchill County School District
545 E. Richards Street
Fallon, Nevada 89406

Title I Coordinator
Douglas County School District
P. O. Box 157
Gardnerville, Nevada 89410

Director, Federal & Special Prog.
Elko County School District
P. O. Box 1012

Superintendent
Esmeralda County School District
P. O. Box 546
Goldfield, Nevada 89013

Superintendent
Eureka County School District
P. O. Box 249
Eureka, Nevaka 89316

Title I Coordinator
Humboldt County School District
Winnemucca Elementary
Box G, 522 Lay Street
Winnemucca, Nevada 89445

Title I Coordinator
Nevada Youth Training Center
P. O. Box 469
Elko, Nevada 89801

Title I Coordinator
Lander County School District
Black Elementary
450 E. 6th South Street
Battle Mountain, Nevada 89820

Superintendent
Lincoln County School District
P. O. Box 118
Panaca, Nevada 89042

Director, Federal & Special Prog.
Mineral County School District
P. O. Box 1547
Hawthorne, Nevada 89415

Director, Federal & Special Prog.
Lyon County School District
P. O. Box GG
Yerington, Nevada 89447

Administrative Assistant
Nye County School District
P. O. Box 113
Tonopah, Nevada 89049

New Jersey

Director, Title I, ESEA/Migrant
State Department of Education
225 West State Street
Trenton, New Jersey 08625

ATLANTIC COUNTY

Atlantic City Board of Education
1809 Pacific Avenue
Atlantic City, New Jersey 08401

Buena Regional School District
Main Avenue
Richland, New Jersey 08350

Egg Harbor City Board of Education
Buffalo Avenue
Egg Harbor City, New Jersey 08215

Greater Egg Harbor Regional School District
Cologne Avenue
Mays Landing, New Jersey 08330

Hamilton Twp Board of Education
20 Farragut Avenue
Mays Landing, New Jersey 08330

Hammonton Board of Education
Box 631
Hammonton, New Jersey 08037

Mullica Township School District
Union Avenue, Box 318
Elwood, New Jersey 08217

Pleasantville Board of Education
209 North Main Street
Pleasantville, New Jersey 08232

BURLINGTON COUNTY

Burlington County School for Special Services
Route 130
Burlington, New Jersey 08016

Pemberton Township Board of Ed.
Trenton Road, Box 98
Browns Mills, New Jersey 08015

Woodstown-Pilesgrove Regional
School District
4 West Avenue
Woodstown, New Jersey 08098

WARREN COUNTY

Allamuchy Township Public Sch.
Box J
Allamuchy, New Jersey 07820

New Mexico

Director, Migrant Program
Title I, ESEA
State Department of Education
Santa Fe, New Mexico 87501

Albuquerque Public Schools
P. O. Box 25704
Albuquerque, New Mexico 88020

Artesia Public Schools
1106 West Quay Avenue
Artesia, New Mexico 88210

Carlsbad Municipal Schools
103 W. Hagerman Street
Carlsbad, New Mexico 88220

Chama Valley Independent School
Drawer 10
Tierra Amarilla, New Mexico 87575

Regional Service Center
8th Street
Clovis, New Mexico 88101

Cuba Independent Schools
P. O. Box 68
Cuba, New Mexico 87013

Dexter Consolidated School
P. O. Box 157
Dexter, New Mexico 88230

Espanola Public Schools
P. O. Box 249
Espanola, New Mexico 87532

Gadsden Independent School
Drawer 70
Anthony, New Mexico 88021

Gallup-McKinley Schools
P. O. Box 1318
Gallup, New Mexico 87301

Grady Municipal Schools
P. O. Box 71
Grady, New Mexico 88120

Hatch Municipal Schools
P. O. Box 779
Hatch, New Mexico 87937

Hagerman Municipal
Drawer B
Hagerman, New Mexico 88232

Jemez Mountain Schools
P. O. Box 121
Gallina, New Mexico 87017

Lake Arthur Schools
P. O. Box 98
Lake Arthur, New Mexico 88253

West Las Vegas Schools
Drawer J
Las Vegas, New Mexico 87701

Lovington Public Schools
P. O. Box 1537
Lovington, New Mexico 88260

Melrose Municipal Schools
P. O. Box 338
Melrose, New Mexico 88124

Mora Independent Schools
P. O. Box 188
Mora, New Mexico

Mosquero Municipal Schools
P. O. Box 258
Mosquero, New Mexico 87733

Ojo Caliente Schools
P. O. Box 6
El Rito, New Mexico 87530

Penasco Independent Schools
P. O. Box 318
Penasco, New Mexico 87553

Portales Public Schools
P. O. Box 779
Portales, New Mexico 88130

Questa Independent Schools
P. O. Box 304
Questa, New Mexico 87556

Santa Rosa Consolidated Schools
344 Fourth Street
Santa Rosa, New Mexico 88435

Taos Municipal Schools
P. O. Box 1277
Taos, New Mexico 87571

Texico Municipal Schools
P. O. Box 237
Texico, New Mexico 88135

Wagon Mound Public School
P. O. Box 158
Wagon Mound, New Mexico 88353

New York

Chief, Bureau of Migrant Education
State Education Department
Albany, New York 12224

Migrant Program Director
No. Rose-Wolcott Central School
Wolcott, New York 14590

Migrant Tutorial Coordinator
State University College
Oneonta, New York 13820

Coordinator
Mohawk Region Migrant Tutorial Program
Gros Boulevard
Herkimer, New York 13350

Fredonia Tutorial Program
2138 Thompson Hall
State University College
Fredonia, New York 14063

Migrant Census Office
Regional Planning Center
1015 Watervliet-Shaker Road
Albany, New York 12205

Director
Migrant Program Communications
Holcomb Room 112
State University College
Geneseo, New York 14454

Geneseo Migrant Center
State University College
Geneseo, New York 14454

Director
Genesee-Wyoming Tutorial Outreach Program
Batavia City Schools
39 Washington Avenue
Batavia, New York 14020

Migrant Tutorial Director
[illegible]01G Old Main Building
State University College
New Paltz, New York 12561

Migrant Tutorial Director
218 Poucher Hall
State University College
Oswego, New York 13126

Migrant Program Director
State University College
Brockport, New York 14420

Bilingual Education
Room 304 EB
N.Y.S. Education Department
Albany, New York 12234

Migrant Tutorial Director
Suffolk BOCES
215 Old Riverhead Road
Westhampton Beach, New York 11978

Rensselaer-Columbia BOCES
1550 Schuurman Road
Castleton, New York 12033

Migrant Program Coordinator
437 Warren Hall
Cornell University
Ithaca, New York 14553

Migrant Program Director
Elba Central School
57 Main Street
Elba, New York 14058

Migrant Program Director
Letchworth Central School
Gainesville, New York 14066

Migrant Program Director
Lyndonville Central School
Housel Avenue
Lyndonville, New York 14098

Migrant Program Director
Kendall Central School
Kendall, New York 14476

Migrant Program Director
Belleville Central School
Belleville, New York 13611

Migrant Program Director
Bloomfield Central School
East Bloomfield, New York 14443

Migrant Program Director
Sodus Central School
Sodus, New York 14551

Office of Continuing Education & Community Services
618 E. Fayette Street
Syracuse University
Syracuse, New York 13202

Riverhead Central School
Riverhead, New York 11901

Migrant Program Director
Carmel Central School
South Street
Patterson, New York 12563

North Carolina

Director, Migrant Education Program
State Department of Public Instruction
Raleigh, North Carolina 27611

Alamance County Schools
609 Ray Street
Graham, North Carolina 27253

Bertie County Schools
P. O. Box 10
Windsor, North Carolina 27983

Bladen County Schools
P. O. Box 37
Elizabethtown, No. Carolina 28337

Camden County Schools
Camden County Courthouse
Camden, North Carolina 27921

Chatham County Schools
P. O. Box 128
Pittsboro, North Carolina 27312

Chowan County Schools
P. O. Box 206
Edenton, North Carolina 27932

Cumberland County Schools
P. O. Box 1420
Fayetteville, No. Carolina 28302

Columbus County Schools
P. O. Box 729
Whiteville, No. Carolina 28472

Duplin County Schools
P. O. Box 128
Kenansville, No. Carolina 28349

Edgecombe County Schools
P. O. Box 130
Tarboro, North Carolina 27886

Gates County Schools
P. O. Box 125
Gatesville, No. Carolina 27938

Greene County Schools
301 Kingold Boulevard
Snow Hill, No. Carolina 28580

Guilford County Schools
P. O. Drawer B-2
Greensboro, No. Carolina 27402

Halifax County Schools
P. O. Box 468
Halifax, No. Carolina 27839

Harnett County Schools
P. O. Box 1028
Lillington, No. Carolina 27546

Haywood County Schools
Montgomery Street
Waynesville, No. Carolina 28786

Henderson County Schools
P. O. Box 1700
Hendersonville, No. Carolina 28739

Hertford County Schools
P. O. Box 158
Winton, North Carolina 27986

Hoke County Schools
P. O. Box 610
Raeford, North Carolina 28376

Johnston County Schools
P. O. Box 1336
Smithfield, No. Carolina 27577

Lenoir County Schools
P. O. Box 729
Kinston, No. Carolina 28501

Lincoln County Schools
P. O. Box 400
Lincolnton, No. Carolina 28092

Martin County Schools
300 N. Watts St.
Williamston, No. Carolina 27892

Montgomery County Schools
P. O. Box 427
Troy, North Carolina 27371

Moore County Schools
P. O. Box 977
Carthage, North Carolina 28327

Nash County Schools
930 Eastern Avenue
Nashville, North Carolina 27856

Northampton County Schools
P. O. Box 158
Jackson, North Carolina 27845

Orange County Schools
P. O. Box 627
Hillsboro, North Carolina 27278

Pasquotank County Schools
P. O. Box 386
Elizabeth City, No. Carolina 27909

Perquimans County Schools
P. O. Box 347
Hertford, North Carolina 27944

Pitt County Schools
P. O. Box 776
Greenville, North Carolina 27834

Richmond County Schools
P. O. Box 1269
Hamlet, North Carolina 28345

Robeson County Schools
P. O. Box 1328
Lumberton, North Carolina 28358

Maxton City Schools
313 N. Patterson Street
Maxton, North Carolina 28364

Red Springs City Schools
304 West Second Avenue
Red Springs, No. Carolina 28377

St. Pauls City Schools
P. O. Box 287
St. Pauls, No. Carolina 28384

Rockingham County Schools
P. O. Box 8
Wentworth, No. Carolina 27375

Sampson County Schools
P. O. Box 439
Clinton, North Carolina 28328

Scotland County Schools
P. O. Box 272
Laurinburg, No. Carolina 28352

Tyrrell County Schools
P. O. Box 326
Columbia, North Carolina 27925

Wake County Schools
601 Devereux Street
Raleigh, North Carolina 27611

Washington County Schools
P. O. Box 722
Plymouth, North Carolina 27962

Wayne County Schools
301 N. Herman Street - Box GG
Goldsboro, North Carolina 27530

Wilson County Schools
P. O. Box 2048
Wilson, North Carolina 27893

Yadkin County Schools
P. O. Box 98
Yadkinville, No. Carolina 27055

North Dakota

Coordinator, Migrant Program
State Department of Public Instruction
410 E. Thayer Avenue
Suite 21
Bismarck, North Dakota 58501

Migrant Program Director
Grafton School District
Grafton, North Dakota 58237

Migrant Program Director
West-Fargo High School
109 Third Street East
West-Fargo, North Dakota 58078

Migrant Program Director
Hillsboro School District
Hillsboro, North Dakota 58045

Migrant Program Director
Kindred School District
Kindred, North Dakota 58081

Wahpeton School District
212 3rd Avenue
Wahpeton, North Dakota 58075

Migrant Program Director
Midway School District
Inkster, North Dakota 58244

Migrant Program Director
Mayville-Portland School District
Mayville, North Dakota 58257

Migrant Program Director
Thompson School District
Thompson, North Dakota 58278

Migrant Program Director
Cavalier School District
Cavalier, North Dakota 58220

Ohio

Chief, Special Programs Section
Division of Federal Assistance
State Department of Education
933 High Street
Worthington, Ohio 43085

Ansonia Local
600 East Canal
Ansonia, Ohio 45303

Benton-Carroll-Salem Local
11685 West SR 163
Oak Harbor, Ohio 43449

Canton City
800 North Market Avenue
Canton, Ohio 44702

Eastwood Local
4800 Sugar Ridge Road
Pemberville, Ohio 43450

Evergreen Local
P. O. Box H 1-14544-6
Metamora, Ohio 43540

Findlay City
1001 Blanchard Avenue
Findlay, Ohio 45840

Four County JVS
Route 1, Box 245 A
Archbold, Ohio 43502

Fremont City
211 South Park Avenue
Fremont, Ohio 43420

Genoa Area Local
Third & Susan Streets
Clay Center, Ohio 43408

Gibsonburg E. V.
South Harrison Street
Gibsonburg, Ohio 43431

Jennings Local
Box 187
Fort Jennings, Ohio 45844

Lakota Local
356 Union Street
Risingsun, Ohio 43457

Leipsic Local
232 Oak Street
Leipsic, Ohio 45856

Marlington Local
10320 Moulin Avenue N.E.
Alliance, Ohio 44601

Mississinawa Valley Local
Route #5
Union City, Ohio 47390

Napoleon City
Briarheath Drive
Napoleon, Ohio 43545

Norwalk City
19-21 North Hester Street
Norwalk, Ohio 44857

Ohio City-Liberty Local
Route #1, Box 217
Ohio City, Ohio 45874

Old Fort Local
Box 64
Old Fort, Ohio 44861

Otsego Local
Box #168
Tontogany, Ohio 43565

Pandora-Gilboa Local
North Jefferson Street
Pandora, Ohio 45877

Parkway Local
401 South Franklin Street
Rockford, Ohio 45882

Patrick Henry Local
221 East Maple Street
Deshler, Ohio 43516

Pike-Delta-York Local
419 Fernwood Street
Delta, Ohio 43515

Tipp City E. V.
90 S. Tippecanoe Drive
Tipp City, Ohio 45371

Toledo City
Manhattan & Elm
Toledo, Ohio 43608

Vanguard JVS
1306 Cedar Street
Fremont, Ohio 43420

Versailles E. V.
P. O. Box #72
Versailles, Ohio 45380

Willard City
955 South Main Street
Willard, Ohio 44890

Woodmore Local
Main & Pine Streets
Woodville, Ohio 43469

Migrant Education Center
308 Oak Street
Leipsic, Ohio 45856

MSRTS Terminal Center
Fremont J.H. School
501 Croghan Street
Fremont, Ohio 43420

Oklahoma

Admin. Officer, Migrant Programs
State Department of Education
Oliver Hodge Education Building
Suite I-33
2500 N. Lincoln
Oklahoma City, Oklahoma 73105

Altus Public Schools
Box 558
Altus, Oklahoma 73521

Amber-Pocasset Public Schools
Box 38
Amber, Oklahoma 73004

Arnett Public Schools
Route 2
Hollis, Oklahoma 73550

Binger Public Schools
Box 280
Binger, Oklahoma 73009

Blair Public Schools
Box 428
Blair, Oklahoma 73526

Boise City Public Schools
Box 1116
Boise City, Oklahoma 73933

Burns Flat Public Schools
Box 129
Burns Flat, Oklahoma 73624

Butler Public Schools
Box 127
Butler, Oklahoma 73625

Clinton Public Schools
Box 278
Clinton, Oklahoma 73601

Custer Public Schools
Box 48
Custer, Oklahoma 73639

Davidson Public Schools
500 South Main
Davidson, Oklahoma 73530

Eakly Public Schools
Box 308
Eakly, Oklahoma 73033

Eldorado Public Schools
Box J
Eldorado, Oklahoma 73537

Elk City Public Schools
222 W. Bdwy.
Elk City, Oklahoma 73644

Felt Public Schools
P. O. Box 47
Felt, Oklahoma 73937

Federick Public Schools
225 S. 13th Street
Frederick, Oklahoma 73542

Gould Public Schools
Box 157
Gould, Oklahoma 73544

Grandfield Public Schools
Box 639
Grandfield, Oklahoma 73546

Granite Public Schools
Box 98
Granite, Oklahoma 73547

Hobart Public Schools
321 N. Jefferson
Hobart, Oklahoma 73651

Hollis Public Schools
312 N. 6th Street
Hollis, Oklahoma 73550

Lookeba-Sickles Public Schools
Route 1, Box 34
Lookeba, Oklahoma 73053

Mangum Public Schools
400 N. Penn
Mangum, Oklahoma 73554

Martha Elementary School
Box 277
Martha, Oklahoma 73556

Mountain Park Public School
P. O. Box 198
Mountain Park, Oklahoma 73559

Olustee Public Schools
Box 7
Olustee, Oklahoma 73560

Ryan Public Schools
Box C
Ryan, Oklahoma 73565

Sentinel Public Schools
Box 5
Sentinel, Oklahoma 73664

Snyder Public School
P. O. Box 368
Snyder, Oklahoma 73566

Southside Public School
Route 1
Elmer, Oklahoma 73539

Terral Public Schools
Box 249
Terral, Oklahoma 73568

Washington Public Schools
Box 98
Washington, Oklahoma 73093

Waurika Public Schools
Box 330
Waurika, Oklahoma 73573

Altus Migrant Lab
Box 558
Altus, Oklahoma 73521

Oregon

Supervisor, Migrant Education
State Department of Education
942 Lancaster Drive, N. E.
Salem, Oregon 97310

HOOD RIVER COUNTY AREA

Hood River School District #1
P. O. Box 418
11th and Eugene Streets
Hood River, Oregon 97031

JACKSON COUNTY AREA

Jackson County ESD
101 N. Grape Street
Medford, Oregon 97501

KLAMATH COUNTY AREA

Klamath County School District
Veterans Memorial Building
Klamath Falls, Oregon 97601

LAKE COUNTY AREA

Lake County ESD
P. O. Box 1110
118 South "E" Street
Lakeview, Oregon 97630

MALHEUR COUNTY AREA

May Roberts Elementary School
590 NW 8th Avenue
Ontario, Oregon 97914

MARION COUNTY AREA

Marion County ESD
3180 Center Street NE
Salem, Oregon 97301

POLK-BENTON COUNTY AREA

Central School District #13J
1610 Monmouth Street
Independence, Oregon 97351

UMATILLA COUNTY AREA

Umatilla County ESD
P. O. Box 38
404 SE Dorion Street
Pendleton, Oregon 97801

WASHINGTON COUNTY AREA

Washington County ESD
14150 NW Science Park Drive
Portland, Oregon 97229

YAMHILL COUNTY AREA

Yamhill County ESD
1117 N. Adams Street
McMinnville, Oregon 97218

EASTERN OREGON STATE COLLEGE

Director, Bilingual Education Program
Eastern Oregon State College
LaGrande, Oregon 97850

MIGRANT EDUCATION SERVICE CENTER

Supervisor
Migrant Education Service Center
3000 Market Street NE - Suite 316
Salem, Oregon 97301

Pennsylvania

Migrant Education Coordinator
Division of Compensatory Education
Bureau of Special and Compensatory Education
P. O. Box 911
Harrisburg, Pennsylvania 17126

Program Director
Chester County Intermediate Unit
Educational Service Center
1530 East Lincoln Highway
Coatesville, Pennsylvania 19320

Cheyney State College
Cheyney, Pennsylvania 19319

Colonial Northampton Intermediate Unit
299 Industrial Park Road
Box 179
Nazareth, Pennsylvania 18064

Stayer Research and Learning Center
Millersville State College
Millersville, Pennsylvania 17551

Northwest Tri-County Intermediate Unit
252 Waterford Street
Edinboro, Pennsylvania 16412

Central Pennsylvania Regional Migrant Child Development Program
Box 653, Route 34N
Gettysburg, Pennsylvania 17325

West Chester Area School District
320 North Church Street
West Chester, Pennsylvania 19320

Abington Heights School District
Newton Ransom Elementary School
R. D. #2
Clarks Summit, Pennsylvania 18411

Central Susquehanna Intermediate Unit
P. O. Box 213
Lewisburg, Pennsylvania 17837

South Carolina

Director of Federal Programs
Aiken County School District
P. O. Box 1137
Aiken, South Carolina 29801

Federal Projects Coordinator
Beaufort County School District
P. O. Box 309
Beaufort, South Carolina 29902

Ancillary Programs Coordinator
Summer Migrant Coordinator
Charleston County School District
3 Chisolm Street
Charleston, South Carolina 29401

Director of Federal Programs
Cherokee County School District
P. O. Box 460
Gaffney, South Carolina 29340

Federal Projects Coordinator
Hampton County School District 2
P. O. Box 1028
Estill, South Carolina 29918

Administrative Assistant
Spartanburg School District 1
P. O. Box 218
Campobello, South Carolina 29322

Coordinator of Instruction
Spartanburg School District 2
Administrative Building
Route 6
Spartanburg, South Carolina 29303

Migrant Program Director
York School District 1
P. O. Drawer 770
York, South Carolina 29745

Director of Federal Programs
P. O. Box 5
West Union, South Carolina 29696

Coordinator
Dillon School District 3
Latta, South Carolina 29565

South Dakota

Coordinator of Title I, ESEA
Division of Elementary and Secondary Education
New State Office Building
Pierre, South Dakota 57501

Belle Fourche Migrant Program
Belle Fourche School District
706 Jackson Street
Belle Fourche, South Dakota 57717

(Belle Fourche is the only local migrant project in the state at this time.)

Tennessee

Director, Compensatory Education
111 Cordell Hull Building
State Department of Education
Nashville, Tennessee 37219

Dyer County Schools
159 Everett Street
Dyersburg, Tennessee 38024

Humboldt City Schools
202 North 14th Avenue
Humboldt, Tennessee 38343

Lake County Schools
Box 397, Highway 78 South
Tiptonville, Tennessee 38079

Milan City Schools
College Street
Milan, Tennessee 38358

Obion County Schools
315 North Third
Union City, Tennessee 38261

Rhea County Schools
Montague Street
Dayton, Tennessee 37321

Tullahoma City
South Jackson Street
Tullahoma, Tennessee 37388

Texas

Director, Division of Compensatory and Migrant Education Programs
Texas Education Agency
201 East 11th Street
Austin, Texas 78701

Region I Education Service Center
1900 West Schunior
Edinburg, Texas 78539

Brownsville ISD
1102 East Madison Street
Brownsville, Texas 78520

Donna ISD
116 North 10th Street
Donna, Texas 78537

Edcouch-Elsa ISD
Box 127
Edcouch, Texas 78538

Edinburg CISD
Box 990
Edinburg, Texas 78539

Harlingen CISD
1409 East Harrison Street
Harlingen, Texas 78550

Hidalgo ISD
Drawer D
Hidalgo, Texas 78557

La Feria ISD
Box 1157
La Feria, Texas 78559

La Joya ISD
Drawer J
La Joya, Texas 78560

Laredo ISD
1702 Houston Street
Laredo, Texas 78040

LaSara ISD
Box 57
LaSara, Texas 78561

La Villa ISD
Box 98
La Villa, Texas 78562

Los Fresnos CISD
Box 309
Los Fresnos, Texas 78566

Lyford ISD
Box 220
Lyford, Texas 78569

McAllen ISD
2000 North 23rd
McAllen, Texas 78501

Mercedes ISD
Box 419
Mercedes, Texas 78570

Mission CISD
1116 Conway
Mission, Texas 78572

Monte Alto ISD
Route 1, Box 116
Edcouch, Texas 78538

Point Isabel ISD
Drawer AH
Port Isabel, Texas 78578

Pharr-San Juan-Alamo ISD
Drawer Y
Pharr, Texas 78577

Progreso ISD
P. O. Box 613
Progreso, Texas 78579

Raymondville ISD
Box 428
Raymondville, Texas 78580

Rio Grande City CISD
Fort Ringgold
Rio Grande City, Texas 78572

Rio Hondo ISD
Box 220
Rio Hondo, Texas 78583

Roma ISD
Box 187
Roma, Texas 78584

San Benito CISD
195 West Adele Street
San Benito, Texas 78586

Santa Maria ISD
Box 675
Santa Maria, Texas 78592

San Perlita ISD
Box 37
San Perlita, Texas 78592

Santa Rosa ISD
Box 368
Santa Rosa, Texas 78593

Sharyland ISD
Box 753
Mission, Texas 78572

Valley View CSD
Court House
Room 509
Edinburg, Texas 78539

Weslaco ISD
Box 266
Weslaco, Texas 78596

Zapata ISD
Box 158
Zapata, Texas 78076

Region II Education Service Center
109 North Chaparral
Corpus Christi, Texas 78401

Agua Dulce ISD
Box 250
Agua Dulce, Texas 78330

Alice ISD
200 North Reynolds
Alice, Texas 78332

Banquete ISD
Box 369
Banquete, Texas 78339

Beeville ISD
Drawer C
Beeville, Texas 78102

Benavides ISD
Drawer P
Benavides, Texas 78341

Ben Bolt-Palito Blanco ISD
Box 547
Ben Bolt, Texas 78342

Bishop CISD
Box 788
Bishop, Texas 78343

Brooks ISD
Box 589
Falfurrias, Texas 78355

Corpus Christi ISD
Box 110
Corpus Christi, Texas 78403

Driscoll ISD
P. O. Box 238
Driscoll, Texas 78351

Gregory-Portland ISD
Box 338
Gregory, Texas 78359

Mathis ISD
Box 1177
Mathis, Texas 78368

Oden ISD
Drawer AC
Odem, Texas 78370

Orange Grove ISD
Drawer F
Orange Grove, Texas 78372

Pawnee ISD
Box 568
Pawnee, Texas 78145

Ramirez CSD
Route 1, Box 8
Realitos, Texas 78376

Robstown ISD
801 North First Street
Robstown, Texas 78380

San Diego ISD
609 Labbe Avenue
San Diego, Texas 78384

Sinton ISD
Box 1337
Sinton, Texas 78387

West Oso ISD
5050 Rockford Drive
Corpus Christi, Texas 78416

Region III Education Service Center
1905 Leary Lane
Victoria, Texas 77901

Region IV Education Service Center
P. O. Box 863
Houston, Texas 77001

Alvin ISD
605 West House
Alvin, Texas 77511

Houston ISD
3830 Richmond
Houston, Texas 77027

Goose Creek CISD
Box 30
Baytown, Texas 75204

Region VI Education Service Center
Box 2201, San Houston Station
Huntsville, Texas 77341

Bryan ISD
2200 Villa Maria Road
Bryan, Texas 77801

Mumford ISD
Box 268
Mumford, Texas 77867

Region IX Education Service Center
P. O. Box 4086
Wichita Falls, Texas 76309

Region X Education Service Center
P. O. Box 1300
Richardson, Texas 75080

Dallas ISD
3700 Ross Avenue
Dallas, Texas 75204

Frisco ISD
P. O. Box 910
Frisco, Texas 75034

Ennis ISD
116 West Ennis Avenue
Ennis, Texas 75119

Kaufman ISD
1000 South Houston
Kaufman, Texas 75142

Region XI Education Service Center
2821 Cullen Street
Fort Worth, Texas 76107

Lingleville RHSD
Box 134
Lingleville, Texas 76461

Region XII Education Service Center
P. O. Box 1249
Waco, Texas 76703

Holland ISD
Box 217
Holland, Texas 76534

Lampasas ISD
207 West Eighth
Lampasas, Texas 76550

Star ISD
Box 838
Star, Texas 76880

Waco ISD
P. O. Box 27
Waco, Texas 76703

Region XIII Education Service Center
7703 North Lamar
Austin, Texas 78752

Austin ISD
6100 North Guadalupe
Austin, Texas 78752

Burnet CISD
308 East Brier
Burnet, Texas 78611

Elgin ISD
Box 351
Elgin, Texas 78621

Georgetown ISD
1701 North Austin Avenue
Georgetown, Texas 78626

Gonzales ISD
Box 157
Gonzales, Texas 78629

Hays CISD
Box 368
Kyle, Texas 78640

Lockhart ISD
P. O. Box 120
Lockhart, Texas 78644

San Marcos CISD
Box 1087
San Marcos, Texas 78666

Schertz-Cibolo-Universal City ISD
1060 Aero Avenue
Schertz, Texas 78154

Seguin ISD
Drawer 31
Seguin, Texas 78155

Waelder ISD
Box 516
Waelder, Texas 78959

Region XIV Education Service Center
P. O. Box 3258
Abilene, Texas 79604

Region XV Education Service Center
P. O. Box 5199
San Angelo, Texas 76901

Eden ISD
Drawer X
Eden, Texas 76837

Nueces Canyon ISD
Box 118
Barksdale, Texas 78828

Rocksprings ISD
Box 157
Rocksprings, Texas 78880

San Felipe-Del Rio CISD
Box 1229
Del Rio, Texas 78840

San Saba ISD
607 West Storey
San Saba, Texas 76877

Region XVI Education Service Center
P. O. Box 30600
Amarillo, Texas 79120

Dimmitt ISD
608 West Halsell
Dimmitt, Texas 79027

Hart ISD
Box 487
Hart, Texas 79043

Hereford ISD
Box 1698
Hereford, Texas 79045

Kress ISD
Box 38
Kress, Texas 79052

Tulia ISD
702 North West 8 Street
Tulia, Texas 79088

Region XVII Education Service Center
700 Texas Commerce Bank Building
Lubbock, Texas 79401

Abernathy ISD
Drawer E
Abernathy, Texas 79311

Anton ISD
Box 307
Anton, Texas 79313

Brownfield CISD
601 Tahoka Road
Brownfield, Texas 79316

Cotton Center ISD
Box 51
Cotton Center, Texas 79021

Floydada ISD
208 South Main
Floydada, Texas 79235

Hale Center ISD
Drawer M
Hale Center, Texas 79041

Idalou ISD
Box 1338
Idalou, Texas 79329

Klondike CISD
Route A
Lamesa, Texas 79331

Lamesa ISD
Box 261
Lamesa, Texas 79331

Levelland ISD
1103 Houston Street
Levelland, Texas 79336

Littlefield ISD
Box 606
Littlefield, Texas 79339

Lockney ISD
Box 428
Lockney, Texas 79241

Loop ISD
Box 917
Loop, Texas 79342

Lorenzo ISD
Drawer 520
Lorenzo, Texas 79343

Lubbock-Cooper ISD
Route 6, Box 400
Lubbock, Texas 79412

Lubbock ISD
1628 - 19th Street
Lubbock, Texas 79401

McAdoo ISD
Box 93
McAdoo, Texas 79243

Meadow ISD
Box 217
Meadow, Texas 79345

Morton ISD
500 West Buchanan Avenue
Morton, Texas 79346

Muleshoe ISD
514 West Avenue G
Muleshoe, Texas 79347

New Deal ISD
Box 280
New Deal, Texas 79350

New Home ISD
Box 248
New Home, Texas 79383

O'Donnell ISD
Box 487
O'Donnell, Texas 79351

Olton ISD
Box 388
Olton, Texas 79064

Petersburg ISD
1411 West 4th Street
Box 160
Petersburg, Texas 79250

Plainview ISD
912 Portland
Box 1540
Plainview, Texas 79072

Ralls ISD
Box AD
Ralls, Texas 79357

Sands CISD
Box 218
Ackerly, Texas 79713

Smyer ISD
Box 192
Smyer, Texas 79367

Southland ISD
Box 117
Southland, Texas 79368

Spade ISD
Box 396
Spade, Texas 79369

Springlake-Earth ISD
Box 436
Earth, Texas 79031

Spur ISD
Box 1196
Spur, Texas 79370

Tahoka ISD
Box 1230
Tahoka, Texas 79373

Three Way ISD
Box 87
Maple, Texas 79344

Whitharral ISD
Drawer H
Whitharral, Texas 79380

Wilson ISD
Box 9
Wilson, Texas 79381

Region XVIII Education Service Center
P. O. Box 6020
Midland, Texas 79701

Ft. Stockton ISD
Box 1628
Ft. Stockton, Texas 79735

Midland ISD
702 North N Street
Midland, Texas 79701

Pecos-Barstow-Toyah ISD
Box 869
Pecos, Texas 79772

Presidio ISD
Box 1240
Presidio, Texas 79845

Region XIX Education Service Center
P. O. Box 10716
El Paso, Texas 79997

Canutillo ISD
Box 100
Canutillo, Texas 79835

Fabens ISD
Box 697
Fabens, Texas 79838

Socorro ISD
10150 Alameda
El Paso, Texas 79927

Region XX Education Service Center
1550 N. E. Loop 410
San Antonio, Texas 78209

Asherton ISD
Box 398
Asherton, Texas 78827

Brackett ISD
P. O. Box 586
Brackettville, Texas 78832

Carrizo Springs CISD
102 North 5th Street
Carrizo Springs, Texas 78834

Cotulla ISD
Box 699
Cotulla, Texas 78014

Crystal City ISD
817 East Crockett
Crystal City, Texas 78839

Dilley ISD
Box 260
Dilley, Texas 78017

Eagle Pass ISD
Box 1409
Eagle Pass, Texas 78852

Edgewood ISD
5358 West Commerce
San Antonio, Texas 78237

Harlandale ISD
102 Genevieve Street
San Antonio, Texas 78285

La Pryor ISD
Box 688
La Pryor, Texas 78872

Medina Valley ISD
P. O. Drawer P
Castroville, Texas 78009

Pearsall ISD
522 East Florida
Pearsall, Texas 78061

Poteet ISD
Box 138
Poteet, Texas 78065

Sabinal ISD
Box 338
Sabinal, Texas 78881

San Antonio ISD
141 Lavaca Street
San Antonio, Texas 78210

South San Antonio ISD
2515 Sioux
San Antonio, Texas 78224

Southside ISD
1610 Martinez-Losoya Road
San Antonio, Texas 78221

Southwest ISD
Route 9, Box 205AF
San Antonio, Texas 78227

Uvalde CISD
Box 1909
Uvalde, Texas 78801

COOPERATIVES

REGION III EDUCATION SERVICE CENTER COOPERATIVE

Bay City ISD
1301 Live Oak
Box 631
Bay City, Texas 77414

Calhoun County ISD
Drawer DD
Port Lavaca, Texas 77979

El Campo ISD
700 West Norris Street
El Campo, Texas 77437

Goliad ISD
Box 830
Goliad, Texas 77963

Karnes City ISD
Box 38
Karnes City, Texas 78118

Kenedy ISD
Box 149
Kenedy, Texas 78119

Palacios ISD
Drawer Aa
Palacios, Texas 77465

Runge ISD
Box 158
Runge, Texas 78151

Yorktown ISD
Box 487
Yorktown, Texas 78164

REGION IV EDUCATION SERVICE CENTER COOPERATIVE

Burton ISD
P. O. Box 37
Burton, Texas 77835

Caldwell ISD
203 North Gray
Caldwell, Texas 77836

Calvert ISD
Box 7
Calvert, Texas 77837

Cameron ISD
504 East 10th
Cameron, Texas 76520

Corrigan-Camden ISD
South Home Street #01060
Corrigan, Texas 75939

Hearne ISD
401 Wheelock Street
Hearne, Texas 77859

Livingston ISD
Drawer 1297
Livingston, Texas 77351

Navasota ISD
Box 511
Navasota, Texas 77868

Richards ISD
Box 308
Richards, Texas 77873

Rockdale ISD
Box 632
Rockdale, Texas 76567

Snook ISD
Box 87
Snook, Texas 77878

Somerville ISD
Box 458
Somerville, Texas 77879

REGION X EDUCATION SERVICE CENTER COOPERATIVE

Forney ISD
811 South Bois D'Arc
Forney, Texas 75126

Garland ISD
720 Stadium Drive
Garland, Texas 75040

Italy ISD
Drawer 909
Italy, Texas 76651

McKinney ISD
800 North McDonald
McKinney, Texas 75069

Plano ISD
1517 Avenue H
Plano, Texas 75074

REGION XII EDUCATIONAL SERVICE CENTER COOPERATIVE

Aquilla ISD
Box 209
Aquilla, Texas 76622

Bartlett ISD
Box 170
Bartlett, Texas 76511

Belton ISD
Box 269
Belton, Texas 76513

Blooming Grove ISD
Box 258
Blooming Grove, Texas 76626

Blum ISD
Box 548
Blum, Texas 76627

Chilton ISD
Box 488
Chilton, Texas 76632

Clifton ISD
1102 North Avenue N
Clifton, Texas 76634

Cranfills Gap ISD
Box 67
Cranfills Gap, Texas 76637

Crawford ISD
Box 120
Crawford, Texas 76638

Evant ISD
Box 288
Evant, Texas 76525

Goldthwaite ISD
Box 608
Goldthwaite, Texas 76844

Hamilton ISD
Box 392
Hamilton, Texas 76531

Hico ISD
Box 218
Hico, Texas 76457

Hillsboro ISD
Box 459
Hillsboro, Texas 76645

Iredell RHSD
Box 39
Iredell, Texas 76649

Lometa ISD
Box 250
Lometa, Texas 76853

Lorena ISD
Box 97
Lorena, Texas 76665

Marlin ISD
205 Capps
Marlin, Texas 76661

McGregor ISD
Box 356
McGregor, Texas 76657

Meridian ISD
210 2nd Street
Box 306
Meridian, Texas 76665

Mexia ISD
616 North Red River
Mexia, Texas 76557

Morgan ISD
Box 128
Morgan, Texas 76671

Mullin ISD
Box 128
Mullin, Texas 76864

Riesel ISD
Box 40
Riesel, Texas 76682

Temple ISD
Box 788
Temple, Texas 76501

Valley Mills ISD
Box 518
Valley Mills, Texas 76689

Walnut Springs ISD
Box 63
Walnut Springs, Texas 76690

Moody ISD
Box 448
Moody, Texas 76557

REGION XIII EDUCATION SERVICE CENTER COOPERATIVE

Bastrop ISD
1602 Hill & Cedar Streets
Bastrop, Texas 78602

Blanco ISD
Box 340
Blanco, Texas 78606

Boerne County Line ISD
357 North Main
Boerne, Texas 78006

Comfort ISD
Box 398
Comfort, Texas 78013

Dripping Springs ISD
Box 104
Dripping Springs, Texas 78620

Federicksburg ISD
104 North Adams
Fredericksburg, Texas 78624

Granger ISD
Box 578
Granger, Texas 76530

Hutto ISD
Box 128
Hutto, Texas 78634

Jarrell ISD
P. O. Box 429
Jarrell, Texas 76537

Leander ISD
Box 218
Leander, Texas 78641

Lexington ISD
Box 248
Lexington, Texas 78947

Liberty Hill ISD
Box 68
Liberty Hill, Texas 78642

Marble Falls ISD
1551 Mustang Drive
Marble Falls, Texas 78654

McDade ISD
Box 4858
McDade, Texas 78650

Marion ISD
Box 127
Marion, Texas 78124

Nixon ISD
Box 400
Nixon, Texas 78140

Round Rock ISD
1311 Round Rock Avenue
Round Rock, Texas 78664

Smiley ISD
Box 158
Smiley, Texas 78159

Smithville ISD
Box 479
Smithville, Texas 78957

Taylor ISD
712 Fowzer Street
Taylor, Texas 76574

Thrall ISD
Box 398
Thrall, Texas 76578

REGION XIV EDUCATION SERVICE CENTER COOPERATIVE

Abilene ISD
Box 981
Abilene, Texas 79604

Anson ISD
1509 South Commercial
Anson, Texas 79501

Aspermont ISD
Drawer 549
Aspermont, Texas 79502

Comanche ISD
405 North Lane
Comanche, Texas 76442

De Leon ISD
Box 256
De Leon, Texas 76444

Dublin ISD
Drawer D
Dublin, Texas 76446

Eastland ISD
Box 31
Eastland, Texas 76448

Goree ISD
Box 156
Goree, Texas 76363

Granbury ISD
Box 520
Granbury, Texas 76048

Gustine ISD
Box 169
Gustine, Texas 76455

Hamlin ISD
Box 338
Hamlin, Texas 79520

Hermleigh ISD
Box 195
Hermleigh, Texas 79526

Huckabay RHSD
County Courthouse
Stephenville, Texas 76401

Knox City-O'Brien ISD
Box 697
Knox City, Texas 79529

Lipan ISD
Box 188
Lipan, Texas 76462

Loraine ISD
Box 457
Loraine, Texas 79532

McCaulley ISD
Box 187
McCaulley, Texas 79534

Morgan Mill RISD
Box 8
Morgan Mill, Texas 76465

Munday ISD
Box 300
Munday, Texas 76371

Old Glory RHSD
Drawer C
Old Glory, Texas 79540

Paint Creek RHSD
Route 2, Box 46
Haskell, Texas 79521

Rochester ISD
Box 97
Rochester, Texas 79544

Roscoe ISD
Box 188
Roscoe, Texas 79545

Rotan ISD
Drawer I
Rotan, Texas 79546

Rule ISD
Box 726
Rule, Texas 79547

Stamford ISD
Box 1238
Stamford, Texas 79553

Stephenville ISD
726 North Clinton
Stephenville, Texas 76401

Sweetwater ISD
207 Musgrove Street
Sweetwater, Texas 79556

Tolar ISD
Box 74
Tolar, Texas 76476

Weinert RHSD
Box 8
Weinert, Texas 76388

REGION XV EDUCATION SERVICE CENTER COOPERATIVE

Blanket RHSH
Box 1168
Blanket, Texas 76432

Brady ISD
1000 Wall Street
Brady, Texas 76825

Bronte ISD
Box 370
Bronte, Texas 76933

Comstock ISD
Box 905
Comstock, Texas 78837

Early ISD
965 Early Boulevard
Brownwood, Texas 76801

Eola RHSD
Box 689
Eola, Texas 76937

Lohn RHSD
Box 277
Lohn, Texas 76852

Mason ISD
Box 410
Mason, Texas 76856

Miles ISD
Box 308
Miles, Texas 76861

Mozelle ISD
Gouldbusk Route
Coleman, Texas 76835

Paint Rock ISD
Box 277
Paint Rock, Texas 76866

Richland Springs ISD
Box E
Richland Springs, Texas 76871

Rochelle ISD
Box 98
Rochelle, Texas 76872

San Angelo ISD
100 North Magdalen
San Angelo, Texas 76901

Schleicher ISD
Box W
Eldorado, Texas 76936

Sterling City ISD
Box 765
Sterling City, Texas 76951

Talpa Centennial RISD
Box 278
Talpa, Texas 76882

Veribest ISD
Box 475
Veribest, Texas 76886

Wall ISD
Box 259
Wall, Texas 76957

Wingate ISD
Box 107
Wingate, Texas 79566

REGION XVI EDUCATION SERVICE CENTER COOPERATIVE

Amarillo ISD
910 West 8th Street
Amarillo, Texas 79101

Bovina ISD
Box 70
Bovina, Texas 79009

Clarendon ISD
Box 610
Clarendon, Texas 79226

Dalhart ISD
Box 590
Dalhart, Texas 79022

Dumas ISD
Box 615
Dumas, Texas 70029

Estelline ISD
Box M
Estelline, Texas 79233

Farwell ISD
Box 7
Farwell, Texas 79325

Friona ISD
Box 607
Friona, Texas 79035

Happy ISD
Box 458
Happy, Texas 79042

Hartley ISD
Box 56
Hartley, Texas 79044

Lakeview ISD
Box 48
Lakeview, Texas 79239

Lazbuddie ISD
Drawer A
Lazbuddie, Texas 79053

Samnorwood ISD
Box 765
Samnorwood, Texas 79077

Spearman ISD
403 East 11th Avenue
Spearman, Texas 79081

Turkey-Quitaque ISD
Box 397
Turkey, Texas 79261

Vega ISD
Box 219
Vega, Texas 79092

REGION XVIII EDUCATION SERVICE CENTER COOPERATIVE

Alpine ISD
Box 419
Alpine, Texas 79830

Balmorhea ISD
Box 368
Balmorhea, Texas 79718

Glasscock ISD
Box 9
Glasscock, Texas 79739

Marfa ISD
Box T
Marfa, Texas 79843

Stanton ISD
Box 8
Stanton, Texas 79782

REGION XIX EDUCATION SERVICE CENTER COOPERATIVE

Anthony ISD
Drawer B
Anthony, Texas 78021

Dell ISD
Box 37
Dell City, Texas 79837

Ft. Hancock ISD
Box 98
Ft. Hancock, Texas 79839

San Elizario ISD
Box 247
San Elizario, Texas 79849

Ysleta ISD
8445 Valdespino
El Paso, Texas 79907

Utah

State Migrant Director
Title I, ESEA
State Board of Education
250 East 5th Street
Salt Lake City, Utah 84111

Box Elder School District
230 West 200 South
Brigham City, Utah 84302

Cache School District
2063 North 12th East
Logan, Utah 84321

Lincoln School
591 West 2000 North
Layton, Utah 84041

Jordan School District
9361 South 4th Street
Sandy, Utah 84070

Nebo School District
350 South Main
Spanish Fork, Utah 84660

Ogden School District
2444 Adams Avenue
Ogden, Utah 84401

Provo School District
280 West 940 North
Provo, Utah 84601

Vermont

Migrant Program Consultant
Title I
State Department of Education
State Office Building
Montpelier, Vermont 05602

Addison Northwest Migrant Project
Vergennes Union High School
Vergennes, Vermont 05491

Addison Rutland Migrant Project
Addison Rutland Supervisory Union
Fair Haven, Vermont 05743

Franklin Northeast Migrant Project
Curriculum Coordinator
c/o Office of the Superintendent
of Schools
Richford, Vermont 05476

Grand Isle Migrant Project
Grand Isle Supervisory Union
North Hero, Vermont 05474

Orleans Essex North Migrant Proj.
Title I Director
c/o Office of the Superintendent
Newport, Vermont 05855

Trinity Rural Tutorial Center
Trinity College
Burlington, Vermont 05401

Virginia

Supervisor, Migrant Education
State Board of Education
Richmond, Virginia 23216

COUNTY SCHOOLS

Accomack County Public Schools
Accomack, Virginia 23301

Blemarle County Public Schools
McIntire School - 250 By-Pass
Charlottesville, Virginia 22901

Amherst County Public Schools
P. O. Box 469
Amherst, Virginia 24521

Botetourt County Public Schools
Schools Board Office
Fincastle, Virginia 24090

Buckingham County Public Schools
P. O. Box 292
Dillwyn, Virginia 23936

Campbell County Public Schools
P. O. Box 99
Rustburg, Virginia 24588

Carroll County Public Schools
P. O. Box 456
Hillsville, Virginia 24343

Federick County Public Schools
3030 Valley Avenue
Winchester, Virginia 22601

Nelson County Public Schools
Lovingston, Virginia 22949

Northampton County Public Schools
Eastville, Virginia 23347

Rockingham County Public Schools
204 County Office Building
Harrisonburg, Virginia 22801

Shenandoah County Public Schools
W. Court Street
Woodstock, Virginia 22664

Southampton County Public Schools
P. O. Box 132
Courtland, Virginia 23837

CITY SCHOOLS

Franklin City Public Schools
514 W. Second Avenue
Franklin, Virginia 23851

Winchester City Public Schools
P. O. Box 551
Winchester, Virginia 22601

Washington

Supervisor of Migrant Education
Division of Special Programs and Services
Office of the Superintendent of Public
Instruction
Old Capitol Building - Room 310
Olympia, Washington 98504

Brewster School District
Box 79
Brewster, Washington 98812

Bridgeport School District
Box 1060
Bridgeport, Washington 98813

Burlington-Edison School District
936 Victoria Avenue
Burlington, Washington 98233

Cashmere School District
210 Division Street
Cashmere, Washington 98815

College Place School District
40 S. E. Birch
College Place, Washington 99324

Conway School District
1798 Conway Hill Road
Mt. Vernon, Washington 98273

Dayton School District
609 S. Second Street
Dayton, Washington 99328

E. S. D. No. 171
Box 1847
Wenatchee, Washington 98801

Entiat School District
Star Route
Entiat, Washington 98822

Grandview School District
Box 10
Grandview, Washington 98930

Granger School District
Box 400
Granger, Washington 98932

Kennewick School District
200 S. Dayton
Kennewick, Washington 99336

LaConner School District
Box D
La Conner, Washington 98257

Lake Chelan School District
Chelan, Washington 98816

Lind School District
P. O. Box 340
Lind, Washington 99341

Mabton School District
Box 37
Mabton, Washington 98935

Manson School District
P. O. Box A
Manson, Washington 98831

Moses Lake School District
1318 W. Ivy
Moses Lake, Washington 98837

Mt. Adams School District
Box 291
White Swan, Washington 98952

Mt. Vernon School District
124 E. Lawrence
Mt. Vernon, Washington 98273

Naches Valley Co-Op
Box 66
Naches, Washington 98937

North Franklin School District
Box 829
Connell, Washington 99326

Ocean Beach School District
Box F
Ilwaco, Washington 98624

Ocosta School District
P. O. Box 508
Westport, Washington 98595

Odessa School District
Box 248
Odessa, Washington 99159

Omak School District
Box 833
Omak, Washington 98841

Orondo School District
Star Route (or Box 18)
Orondo, Washington 98843

Othello School District
P. O. Box 588
Othello, Washington 99344

Palisades School District
Palisades, Washington 98845

Pasco School District
1004 N. 16th Street
Pasco, Washington 99301

Pateros School District
P. O. Box 98
Pateros, Washington 98846

Peshastin-Dryden School District
Box 408
Peshastin, Washington 98847

Prescott School District
Box 65
Prescott, Washington 99348

Prosser School District
Box 430
Prosser, Washington 99350

Royal School District
Box 486
Royal City, Washington 99357

Sedro Woolley School District
2079 Cook Road
Sedro Woolley, Washington 98284

Soap Lake School District
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1110 S. 6th
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Toppenish, Washington 98948

Wapato School District
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Warden School District
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Wenatchee School District
235 Sunset
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Yakima School District
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CESA #9
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Green Bay, Wisconsin 54301

CESA #13
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Waupun, Wisconsin 53963

CESA #18
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Burlington, Wisconsin 53105

Cedar Grove Elementary
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Cedar Grove, Wisconsin 53015

Madison Public Schools
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Madison, Wisconsin 53703

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Lovell Elementary Schools
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Washakie County School District #1
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Worland, Wyoming 82401

Torrington Elementary School
Torrington, Wyoming 82240

Wheatland Public Schools
Wheatland, Wyoming 82201

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Franklin Summer Migrant Project
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Kokomo Township Migrant Project
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Vincennes Summer Migrant Project
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Vincennes, Indiana 47591

Tipton Summer Migrant Project
Washington Elementary
817 S. Main Street
Tipton, Indiana 46072

South Bend Summer Migrant Project
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Elwood Summer Migrant Project
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APPENDIX E:
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